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ABSTRACT

This manual on the transition of young people with disabilities to adult life has 11 chapters. Chapter 1 provides post-school information from a national and state perspective including a review of the North Carolina Transition Project for Youth with Disabilities. Chapter 2 offers a history of transition and a discussion of federal legislation related to transition. Chapter 3 discusses the transition components of the student's Individualized Education Program and chapter 4 focuses on student and parent roles and ways to ensure their effective involvement. Chapter 5 offers practical suggestions to foster interagency collaboration and chapter 6 provides an overview of a variety of adult services. Chapter 7 offers information on school-based preparation such as the functional curriculum and vocational activities. Chapters 8 and 9 discuss issues related to community-based transition activities and the establishment of partnerships with business and industry. Chapter 10 offers guidelines for conducting effective vocational evaluations and chapter 11 discusses principles of program evaluation. The manual also contains 45 appendices providing a glossary, addresses of North Carolina resources, examples of transition plans, additional information related to chapters, and various forms. (Contains approximately 125 references.) (DB)

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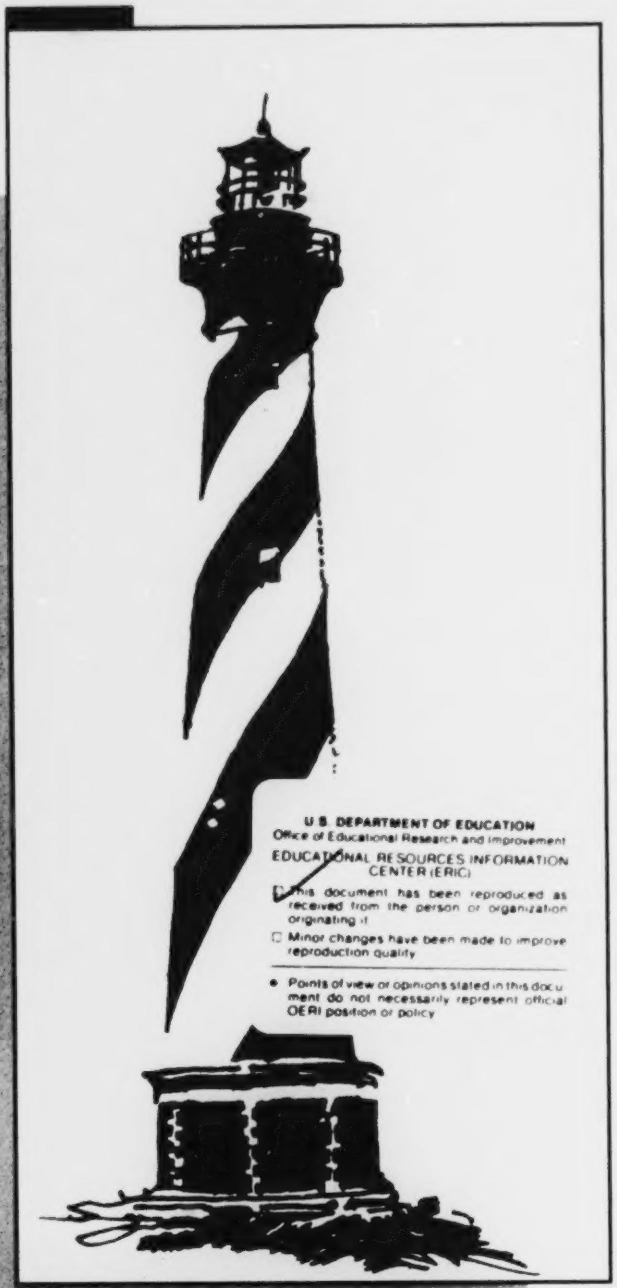
ED 422 710

North Carolina Transition Manual

Touch the Future: Light the Way



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Touch the Future: Light the Way

The coastline of North Carolina is defined by a series of barriers - the Outer Banks - that stretch out into the Atlantic. Ships that seek to pass, while avoiding the dangerous shoals, or to make their way through the inlets into the somewhat safer sounds behind them, must be able to navigate with confidence. Over the last two centuries, lighthouses were placed at key points along the Outer Banks to help ships make their way safely. In addition to the development of more advanced navigational systems that make use of satellite and ground-based radio transmitters, lighthouses continue to light the way.

Similarly, students seeking to make their passage from school to adult life will need help in negotiating the shoals and reefs that lie about. Without adequate experiences, opportunities, and information, they will have great difficulty making the transition. They, and their families, have the power to make the choices as to course, speed, and destination. But without charts on which their passage can be planned and their progress plotted, and the availability of navigational aids, they could easily flounder.

The school systems that prepare students to make the transition into adult life, must also have beacons to chart their way from one point to another. To ensure their passage from being school systems with sporadic transition planning and services to schools with systemic transition planning and services, beacons must be built, and their powerful lights and signals must be turned on.

Byron A. Dalton

ACKNOWLEDGEMENTS

Transition services for students with disabilities have made great strides in North Carolina. Teachers, school administrators, vocational rehabilitation and other human resource specialists, institutions of higher education personnel, parents, and employers have worked cooperatively to assure that transition from school to adult life has become a reality for many youth with disabilities. The Department of Public Instruction became active in specific transition services in the late 1980's; however, it was not until the Individuals with Disabilities Education Act of 1990 mandated that schools implement transition services was a concentrated statewide effort made. When the states received the federal transition grant in 1992, increased opportunities to assure quality transition services were made possible. Many people are due a debt of gratitude for their untiring dedication to the cause of transition in North Carolina.

The leadership within the Division of Vocational Rehabilitation Services and the Division of Mental Health, Developmental Disabilities and Substance Abuse of the Department of Human Resources has made significant contribution to assure that personnel and other resources are available for effective transition services for youth with disabilities. Staff with the Exceptional Children Division of the Department of Public Instruction have dedicated themselves to making quality transition efforts a reality in all school systems.

Recognition is given to nine school systems that received funding from the Transition Project for Youth with Disabilities: Buncombe County, Cumberland County, Hoke County, Onslow County, Perquimans County, Shelby City-Cleveland County, Vance County, and Winston-Salem/Forsyth County. These school systems took the lead in developing comprehensive transition services and providing training for others. Recognition is also given to the unique contributions in the area of transition by East

Carolina University, The University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, and the Exceptional Children's Assistance Center.

Special appreciation is extended to Dr. Nellie Aspel, Principal of North Shelby School and the principal author of this document. Since receiving funding to assist the Shelby City and Cleveland County Schools with their transition needs, Dr. Aspel has been at the forefront of transition services in North Carolina. She, along with Gail Bettis, designed and implemented Project TASSEL (Teaching All Students Skills for Employment and Life), an approach to transition services that has obtained attention in North Carolina and several other states. Because of her enthusiasm and dedication, Project TASSEL received the Governor's Excellence Award in 1996, The University of North Carolina at Charlotte's Program of Excellence Award in 1996, and the Governor's Entrepreneurial Award in 1997. The project was recognized in 1996 by the National School-To-Work Outreach Project in Minnesota as a exemplary program. In addition to authoring this document, Dr. Aspel has served the Departments of Public Instruction and Health and Human Services by providing numerous staff development and consultative services.

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Lowell Harris, Director
Exceptional Children Division

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HH: Special Worker Certificates
II: Application For Authority to Employ Workers with Disabilities At Special Minimum Wage
JJ: Subminimum Wage Certificates
KK: Commercial Vocational Evaluations
LL: Student Satisfaction Questionnaire
MM: Parent Satisfaction Questionnaire
NN: Exit/Follow-Up Assessment
OO: Adult Service Provider Satisfaction Questionnaire
PP: Employer Satisfaction Questionnaire
QQ: Transition Compliance Checklist
RR: Transition Needs Assessment for Secondary Program Evaluation

HOW TO USE THE MANUAL

Purpose

The purpose of this manual is to assist special educators, regular educators, administrators, students, parents, and adult service providers in implementation of transition services for young people with disabilities. The manual contains many research references along with practical, common-sense strategies and suggestions for implementing the various components of an effective transition program. The chapters are organized around primary topics within the field of transition and appendices provide additional information, resources, and forms that can be reproduced for use by local school systems.

Sections Of The Manual

This manual is divided into twelve sections:

- Chapter 1: **What Is Transition?** This section provides post-school information from a national and state perspective. An overview of the North Carolina Transition Project For Youth With Disabilities is also given.

- Chapter 2: **Transition: A New Look At An Old Idea.** This section provides a brief history of transition and an in-depth discussion of the federal legislation related to transition.

- Chapter 3: **The Transition Component of the IEP.** This section discusses the components of the transition plan and gives examples related to post-school outcomes, transition activities, responsible persons, and timelines.

- Chapter 4: **Student and Family Involvement.** This section provides information concerning the primary players in the transition planning process - the students and parents. Student and parent roles are discussed along with suggestions for ensuring effective involvement.

- Chapter 5: **Interagency Collaboration.** This section provides information concerning interagency collaboration and its importance. Practical suggestions concerning the establishment of school level and community level transition teams and how to conduct planning meetings are provided.

- Chapter 6: **Adult Services.** The purpose of this section is to provide an overview of the services provided by Vocational Rehabilitation, Community Rehabilitation Agencies, Mental Health, the Department of Social Services, the Community College, Workforce Development Boards, and the Social Security Administration.

- Chapter 7: **School-Based Preparation.** In this section, information is provided concerning functional curriculum, workforce development education (and related legislation), school-based vocational activities (and related FLSA regulations), preparation for post-secondary education and recreation/leisure preparation.

- Chapter 8: **Community-Based Transition Activities.** This section covers the issues related to community-based activities including funding, staffing, liability, transportation, integration, instructional strategies, data collection, natural supports, and FLSA regulations.

- Chapter 9: **Business and Industry Involvement.** In this section the focus is on establishing partnerships with business/industry and maintaining good public relations.

- Chapter 10: **Vocational Evaluation.** This section discusses the importance of vocational evaluation, provides guidelines for conducting effective evaluations and compares traditional and nontraditional methods of evaluation.

- Chapter 11: **Program Evaluation.** The final chapter notes the importance of program evaluation and discusses the need to involve parents, students, employers, and adult service providers in the evaluation process. Internal program evaluation is also discussed.

- **Appendices.** The last section of the manual includes forty-five appendices providing a glossary, addresses of North Carolina resources, examples of transition plans, additional information related to the chapters, and various forms related to parent/student involvement, community-based training, and program evaluation.

Using This Guide

No single manual can provide all the information surrounding the field of transition. Information is multiplying daily and even as this manual was being written, changes were occurring in the areas of Vocational Rehabilitation, supported employment, JTPA and welfare reform. All school systems are organized differently and each has its' unique set of circumstances that will impact on the way transition services will be delivered. It is impossible to prescribe one single way of providing transition services. There are hundreds of combinations that can be effective. This manual is a collection of suggestions. It should be used as a resource - one of many - when determining how the school system will meet the mandate and the spirit of the law.

INTRODUCTION

Special educators are used to seeing educational trends, instructional strategies, federal initiatives, model programs, and restructuring ideas rise up in a flurry, create some excitement, produce little change, and then fade away like a chalk-drawn hopscotch grid during a summer rainstorm. Since the original federal mandate in 1977, giving children with disabilities their right to a public education, few good ideas have been able to sustain the excitement and energy needed to last more than a few years.

Transition, however, has been different. Maybe because it's such a good idea or maybe because special educators have known for a long time that there was a need to look past the last year of school and into the students' futures. Maybe transition has been different because the timing was right - parallelling many of the school-to-work changes that were occurring in regular education. But whatever the reason, transition as the old southern saying goes, "bears acquaintance well." The more people learn about it, the better it is liked. Transition is here to stay.

Some school systems in North Carolina saw the changes coming over the horizon and began to develop transition programs in the late 1980's. Others came on board following the federal mandate for transition in 1990. Now, throughout the state, students with disabilities are being prepared for adult life in a systematic and coordinated fashion, involving them, their families, and the professionals who will be supporting them after graduation.

This decade has been an exciting time to be a special educator. The last twenty years has been spent perfecting teaching strategies, encouraging inclusion and finding special education's niche in the public schools. Now, transition has allowed special educators to "prove" their effectiveness in producing students who are independent, self-confident, and contributing members of their communities. Transition has allowed the pedagogical skills of special educators to be put to the test. That is, do special education services really make a difference in the lives of students with disabilities? Educators in regular education have usually been able to judge their effectiveness on statistics concerning college enrollment and employment. Now, special educators can too.

But those who think that transition has fully arrived are wrong. In essence, transition has just begun. More people now know what they are supposed to be doing, and know how it is supposed to be done. In the next decade, transition strategies will be perfected and data will be collected concerning the post-school success of those students who have been through the "new and improved" programs. So, what lies ahead? Without using a crystal ball, no guarantees can be made, but some calculated guesses include:

> **Prediction One.** As it happened with PL 94-142, parents will become more knowledgeable. They will learn about transition and become better prepared to be active participants in the transition planning process.
>
> **Prediction Two.** Preventing gaps in services between school and adult life will become a priority for the schools and adult services providers, resulting in transition age students receiving increased priority for available services.
>
> **Prediction Three.** Through self-advocacy training and "testimonials" from graduates, students with disabilities will begin to understand the impact that transition planning can have on their future and will become more committed to the process.
>
> **Prediction Four.** The success of interagency transition planning teams will result in the schools and community agencies working closer together in the interest of all students with disabilities, not just those of transition age.
>
> **Prediction Five.** For the majority of students, age 16 is too late to begin transition planning. In the future whether by federal mandate, state mandate or best practice, more and more students will begin their transition planning at a younger age.
>
> **Prediction Six.** Secondary special educators are already saying, "We need to start transition activities in the lower grades - ninth grade is too late!." In the

future, elementary and middle school teachers will become more and more involved in implementing instructional programs that incorporate activities and curricula designed to lay the foundation for future transition activities.

Prediction Seven. No longer are exceptional students' futures someone else's concern. Teachers now walk side-by-side with their students and their families through the trials and tribulations of adolescence. In the past, teachers have been somewhat removed from many of the problems faced by students after graduation. Now teachers are intimately involved. They know about their recreation, financial, residential, medical, transportation, social, post-secondary and employment needs. As time goes on, teachers are going to realize that their students are like other students. Teachers will see the same fears, the same mistakes, and the same attitudes seen in all teenagers. This "realization" will increase educators' ability to treat students with disabilities in a more normal fashion.

Prediction Eight. Special educators are ahead in preparing youth for future employment. Many professionals in regular education will begin to implement transition strategies for youth without disabilities as they struggle with school-to-work initiatives.

This manual serves a dual purpose. It contains basic transition information designed to be helpful to parents, professionals outside the school system, regular educators, vocational educators, and special educators "new" to transition or those "old-hands" needing a quick reference on a specific topic. However, a concerted effort has been made to provide a little more. Throughout the manual, there are "how to" suggestions, steps, and hints designed to allow professionals implementing transition activities to benefit from some of the "best practice" literature and research. In addition, the appendices contain a glossary (Appendix A), resource information (Appendix B), and forms that can be duplicated for use in transition programs.

Although this manual will not contain everything that everyone needs, hopefully, it will contain something for everyone. The Exceptional Children's Assistance Center used a quote by S. Martin Edges in one of its' early articles on transition:

> *"When we walk to the edge of all the light we have known and into the darkness of the unknown, we must believe that one of two things will*

> *happen, ...There will be something solid to stand on, or we will be taught to fly."*

All across our state there are solid transition programs that will bear the weight of many exceptional students for years to come. As special educators go into the future and in essence, the unknown, hopefully many of them will learn to fly.

WHAT IS TRANSITION?

Transitions occur throughout all of life. Some are monumental, resulting in major life changes. Others are more simple and considered a part of the daily routines of life. Whether complex or simple, transition always involves change and requires the ability to adjust and adapt. The success of an individual's transitions depends on the skills he or she possesses, and the supports available during the periods of transition.

One of the major transitions in life is high school graduation. Everyone is faced with changing from a student to an adult. Halpern (1992) has defined this transition as:

> *"A period of floundering that occurs for at least the first several years after leaving school, as adolescents attempt to assume a variety of adult roles in their communities."*

Although high school graduation is a time filled with many challenges and changes, for most people it is a time that is anxiously awaited, gleefully anticipated, filled with hopes and dreams, and accomplished in a successful manner. Historically, this has not been the case for students with disabilities. In order for youths with disabilities to move successfully from the role of student to the role of a productive and involved member of the community, planning is required for both them and their families.

Each year, 250,000 to 300,000 students with disabilities leave the public schools throughout our nation. Of these students, over 6,000 are from North Carolina (1994 - 1995 school year). PL 94-142, passed in 1975, guaranteed a free and appropriate public education, in the least restrictive environment for all students with disabilities. The first group of students entering the schools at the time this law was enacted, have begun to exit over the last few years providing special educators with the opportunity to determine the effectiveness of special education programs.

The problems faced by secondary students with disabilities include unemployment, underemployment, dependence on governmental services, dependent living arrangements, and inadequate social skills (Smith and Puccinni, 1995). Cronin and Patton (1993) noted low pay, part-time employment, frequent job changes, nonengagement with the community, and restricted social lives as characteristics of graduates of special education programs. It has also been found that the post-school outcomes of students with disabilities include low attendance at post-secondary education institutions, poor completion rates at post-secondary education institutions, and a poorer, overall adjustment to adulthood than their peers without disabilities (Edgar and Palloway, 1994). Looking at how well students with disabilities have done after leaving high school has forced special educators throughout the nation to realize that, although some things have been done well, it is time to take a hard look at where the failures have occurred.

WHAT HAPPENS AFTER HIGH SCHOOL?

Nationally

According to a Louis Harris survey published by the National Organization on Disability in July, 1994, two-thirds of Americans with disabilities between the ages of 16 and 64 are not working, showing no improvement since a similar poll conducted in 1986. Twenty percent are working full-time and 11% are working part-time. It is still true as it was in 1986, that, "**not working** is perhaps the truest definition of what it means to be disabled." People with disabilities are not working even though the overwhelming majority want to work and most who are working, or who are willing to work (69%) do not need special equipment or technology in order to perform effectively at work.

The National Longitudinal Transition Study (NLTS) of students with special disabilities conducted by SRI International and published in June, 1993, portrays a picture of life after high school for students who have received special education services that does not meet the expectations for independent and productive participation in the community. When considering the amount of funds being used to support special education and the fact that approximately eight percent of the gross national product is spent each year on disability-related programs (Wills, 1984), the results of this study make one thing very clear -- the public is not getting the best possible return on the investment of their tax dollars. Some of the findings are as follows:

- **Employment.** Three to five years after leaving school, 57% of youth with disabilities were competitively employed (compared to 69% in the general population). However, the percentages were much lower for youth with multiple disabilities (17%), orthopedic impairments (22%), visual impairments (29%), and mental retardation (37%).

- **Unemployment.** Overall, 30% of all youth with disabilities remained unemployed 3 - 5 years after high school. The percentage was higher for those youth with multiple handicaps (73%), orthopedic impairments (73%), visual impairments (61%), and mental retardation (50%).

- **Wages.** The median average wage per hour for youth with disabilities was $5.72 (around $12,000 annually for those employed year-round and full-time). Forty percent of the youth earned more than $6.00 an hour. However, there was still wide disparity in wages between disability groups.

- **Independent Living.** A large majority of youth lived with their parents two years after high school (83%), with this percentage decreasing to 55% three-five years after graduation. By the time three years had passed, 37% of the youth lived independently (compared to 60% in the nondisabled population). Overall, residential independence was more likely for youth who were employed, earning higher wages or going to college.

- **Post-Secondary Education.** Participation in post-secondary education is low. Fewer than one third (3 - 5 years after high school) had participated in post-secondary education. College attendance was particularly low, especially for those with learning disabilities and mental retardation.
- **Social Life.** Although complete social isolation was rare (6%), the rate for membership in community activities and interactions with friends decreased as the time from graduation increased. About 1 in 5 belonged to a community or social group, 3 to 5 years after high school (Wagner, Blackerby, Cometa, Hebbeler, and Newman, 1993).

Although the results of the most recent NLTS are far better than those of previous years, the results still make a good case for the continuing restructure of special education. The manner in which services have typically been delivered to secondary students with disabilities, must be changed in order to ensure successful adjustment to adult life.

North Carolina

North Carolina has not collected post-school outcome information comparable to the national studies that have been conducted. However, there are some other sources of information about transition services and some limited post-school outcome data for selected systems that begins to provide a picture of the transition services within our state. A study by Dr. David Test, conducted for the North Carolina Transition Project for Youth With Disabilities, indicated that in December of 1993, the implementation of transition services was relatively new and somewhat limited. A survey was distributed to all the school systems (n=121) and returned by sixty (for a 49.5% return rate). The results of the survey revealed the following about transition services in North Carolina:

Transition Plans. Transition plans were being developed beginning at age 14 by 83% of the school systems. About half of the school systems were including transition goals and objectives in the IEP through a separate document.

Instruction/Curriculum. Most to all (51% - 75%) students with mild disabilities (e.g. LD, BEH, EMH) were receiving instruction in basic academic, vocational and job-seeking instruction, while only a few to some (0% - 24%) students labeled SPH received these types of instruction. Some to all (25% - 100%) students in all categories were receiving instruction in daily living skills, social skills, domestic skills, self-care, and leisure/recreation skills.

Transition Services. No single transition service was being provided to all (76% to 100%) students. Students labeled TMH and SPH received the fewest transition services. Vocational evaluations were provided to over half of students labeled LD and EMH, mainstream vocational education classes were provided to over half of students labeled LD and BEH, and guidance and counseling services were provided to over half the students labeled LD.

Community-Based Training (CBT). Just under half of the school systems responding to the survey indicated that students within their systems never participated in community-based training. The percentages of participation ranged from 35% (job training) to 49% (daily living skills training). In all areas, less than 10% provided CBT daily and less than 20% provided CBT weekly. In most cases, community-based training was being provided by the special education teacher.

Interagency Collaboration. The majority of transition plans (80%) included specific agencies and the services to be provided upon graduation by these agencies. Sixty percent of the transition plans were developed by groups of service providers. Vocational Rehabilitation was the agency with which the most students were involved. Vocational Rehabilitation was involved in the following ways: serving on the transition team (20%), conducting assessments/evaluations (16.9%), and assisting with job seeking and job placement (10.2%).

Job Placement. Very few students in any category were placed in competitive jobs, sheltered workshops or trial worksites while still enrolled in school.

Obstacles. The main obstacles to the delivery of transition services as indicated by survey respondents were funding, transportation, and job availability (Test, 1994).

In 1993, four school systems (Cumberland, Perquimans, Shelby City-Cleveland County and Vance) were awarded system change grants from the North Carolina Transition Project for Youth With Disabilities. As part of the evaluation process for the grant, these systems conducted follow-up surveys on their special education graduates. These follow-up surveys provide some limited post-21 outcome information. Although this post-21 data is not representative of the state as a whole, it may be an indication of the positive direction in which the transition services being provided in North Carolina schools are headed. The following information was collected in December of 1994 and December of 1995:

> **Employment.** Of the 1994 graduates, 77.6% had been employed at some point in time since exiting high school and 65.8% were currently employed. The results were a little less positive for the 1995 graduates with 64.4% having employment at some time since graduation and 34.6% currently having jobs. Former students who were employed were in jobs that were competitive, full-time, and at wages above $5.00 per hour. Most were satisfied with their current job.
>
> **Independent Living.** The large majority of former students (79%) remained living at home and were satisfied with this arrangement. Initially, 59.1% of the 1994 group wanted to relocate, but a year later, 63.2% said they did not want to relocate.
>
> **Social Life.** Membership in community groups had been maintained at around 30% since the first follow-up studies in 1994. The 1994 group increased their recreation, leisure, and hobby related activities from 50% to 60.5%. Most former students did not require assistance to travel in the community (1/3 had their driver's license). Most of the graduates were satisfied with their social life.
>
> **Post-School Education.** One third of the 1994 graduates and one fourth of the 1995 graduates had enrolled in post-secondary education (mostly at community colleges) (Test, 1995).

The Drop-Out Problem

The results of the post-school studies are certainly disheartening but equally troubling is the fact that many students with disabilities are not finishing high school.

Students with disabilities drop-out of school at a significantly higher rate than the general secondary population. The Fifteenth Annual Report to Congress on IDEA (1993) reported a drop-out rate of 39% for students with disabilities (compared to approximately 25% for the general population). Also, students with disabilities who drop-out are less likely (than their peers without disabilities) to eventually go back and earn a diploma (Special Education Report, 1997).

In addition to the obvious reason for staying in school - obtaining a diploma or certificate and the skills that accompany these documents - there are other major benefits of completing a high school program. The unemployment rate for drop-outs is two times greater than that of students who complete high school (TASPP Brief, 1989). Social service costs are significantly higher for drop-outs (Rumberger, 1987). The estimated total lost income caused by drop-outs in one year is 230 billion and lost tax revenues based on reduced earnings is 69 billion (Catterall, 1987). Finally, and perhaps the most frightening, are the results of a study conducted in Florida which found that 80% of those incarcerated in the Florida prison system were high school drop-outs (Hodgkinson, 1988).

Characteristics of high school drop-outs match many of the characteristics of high school students receiving special education services. These characteristics include:

- **academic failure;**
- **high absenteeism;**
- **low scores on achievement and aptitude tests;**
- **limited participation in extra-curricular activities;**
- **behavior problems;**
- **overall negative attitudes toward teachers and schools; and,**
- **low socioeconomic status** (Wolman, Bruininks, and Thurlow, 1989)

The Sixteenth Annual Report to Congress (1994) on IDEA revealed some of the problems experienced by students with disabilities while still in high school. On average, students with disabilities miss nearly three weeks of school per year. They experience some failure in schools, with 62% failing at least one class at some point in their high school career and obtaining a grade point average about one-half of a grade below the national average of 2.6.

Although the research is clear that participation in workforce development education and work experience has a positive influence on keeping students with disabilities in school, it has been reported that the majority of students with disabilities take only "survey" workforce development education courses with few opportunities to specialize in an occupational area. Less than half of the students with disabilities have the opportunity to participate in work experience programs while in high school. It is clear that our past methods have not been effective in keeping students with special needs in school, and providing them with the educational and vocational programs needed for success as an adult (Wagner, Blackorby, and Hebbeler, 1993).

BEST PRACTICES

So Now What?

Do special educators simply sit back, lamenting the state of today's educational programs and passively accept the idea that special education is ineffective in eradicating the problems faced by youths with disabilities? NO! Special educators must adamantly say, "This is not good enough. A new course must be charted" (Kortering and Elrod, 1991). By now it should be obvious, "If we keep on doing what we've been doing, we're going to keep on getting what we've been getting."

Much research has been done to determine the "best practices" for ensuring the delivery of effective transition services resulting in post-school success for youth with special needs. This manual will focus on these "best practices." According to Rusch and Destefano (1989) effective transition strategies include:

1. EARLY PLANNING
   - Transition planning and the delivery of services must begin no later than age 16 and earlier if needed. For many students,

waiting until the high school years is too late if dropping-out and negative attitudes toward school are to be prevented.

2. INTERAGENCY COORDINATION

   ○ The schools can not deliver all the transition services needed for success after graduation. Local education agencies must join with other community agencies to provide a coordinated effort.

3. INDIVIDUALIZED TRANSITION PLANS

   ○ In order for transition plans to be relevant and in turn, effective, the plans must be based on individual student needs, interests and abilities.

4. EMPHASIS ON INTEGRATION

   ○ If educators expect students with disabilities to live, work, play, and continue to learn after graduation in a diverse community they must be provided with opportunities to interact with their normal-needs, age-appropriate peers, prior to graduation.

5. COMMUNITY-RELEVANT CURRICULUM

   ○ The curriculum used with students with disabilities must be functional and delivered with an adult-outcomes emphasis. Students must be exposed to training in the skill areas they will need to function as independent and productive members of society after graduation.

6. COMMUNITY-BASED TRAINING

   ○ Research has shown that students who have paid work experiences during high school are more likely to be employed in competitive employment settings after graduation. Prior to graduation, students with disabilities should have multiple opportunities in community settings to practice the skills needed for an independent and productive life.

7. BUSINESS LINKAGES

   ○ The success of vocational related transition activities is dependent on the extent to which the businesses and industries in the community support the transition program. Local businesses can provide a wide range of resources for the public schools including, job shadowing sites, on-campus contract work, situational assessment sites, donations of equipment, classroom speakers, monetary donations, and valuable input concerning the effectiveness of the vocational training program.

8. JOB PLACEMENT

   ○ The ultimate post-school employment goal for all transition programs should be placement in competitive employment settings for graduates.

9. ONGOING STAFF DEVELOPMENT

   ○ The effectiveness of service delivery is directly related to the competence of the staff. All staff involved in transition services should be provided with relevant, on-going staff development. The multi-faceted nature of the field of transition, rapidly changing legislation, the need for understanding the services of other agencies, and the number of disability groups involved in transition, all reinforce the need for comprehensive staff development.

10. PROGRAM EVALUATION

   ○ In order for a program to determine it's effectiveness, ongoing evaluation is required. All consumers of the transition services along with the individuals delivering the services should participate in evaluation of the program.

In 1990, the Individuals With Disabilities Education Act (IDEA) mandated transition services:

> *The IEP for each student beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services... "Transition Services" means "a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities including: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.*

The inclusion of needed transition services and agency responsibilities in the Individualized Education Program (IEP) of any student with disabilities, age 16 and above (or age 14 if needed) clearly raised the status of transition from an optional "best practice" to a legally mandated requirement. With this mandate the question of whether or not to provide transition services became a moot point and the prevailing question became "How must these services be delivered in order to ensure the effective and smooth transition of our students with disabilities from high school to adult life?" Both the North Carolina Department of Public Instruction and the Division of Vocational Rehabilitation have had a vested interest in the state-wide delivery of transition services.

NORTH CAROLINA TRANSITION PROJECT FOR YOUTH WITH DISABILITIES

In order to assist local school systems in delivering comprehensive transition services, North Carolina's Department of Public Instruction (NCDPI) - Division of Exceptional's Children's Services and the Department of Human Resources (DHR) - Division of Vocational Rehabilitation Services (DVR) in collaboration with other agencies and organizations, proposed a five year project to help design, implement, and improve systems to provide transition services for North Carolina youth with disabilities age 14 through the age they exit school. The North Carolina Transition Project for Youth with Disabilities was funded through a five year federal systems change grant beginning in 1992.

Barriers To Transition In North Carolina

The project addressed six major barriers to transition that were identified by; (a) outcomes determined by the 1987 Transition Study conducted by the Department of Public Instruction; (b) the North Carolina Transition study (Test and Keul, 1990); and (c) the North Carolina Interagency Planning Group. Following is a listing of the identified barriers.

1. Lack of an identified mission statement of consistent policies which control state and local level planning for transition.
2. Lack of financial support from both state and local governments for special education programming, including transition services.
3. Lack of instructional staff who are knowledgeable in best practices in transition planning and implementation.
4. Lack of interagency cooperation concerning transition at the local level.
5. Lack of community and business awareness and knowledge about transition planning and implementation.
6. Lack of parental knowledge about transition planning and the need for skills to effectively participate in the planning process.

Project Goals

The North Carolina Transition Project for Youth With Disabilities was aimed at the accomplishment of six goals over the five year grant period. These goals are listed below.

1. To increase the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, systems, and other mechanisms for youths with disabilities and their families as those youth prepare for and enter into adult life;
2. To improve the ability of professionals, parents, and advocates to work in ways that promote the understanding of and the capability to successfully make the transition from student to adult;
3. To improve working relationships among education personnel, both within Local Education Agencies (LEAs) and in post-secondary training programs, relevant state agencies, the private sector (especially employers), rehabilitation personnel, local and state employment

agencies, workforce development boards authorized by the Job Training Partnership Act (JTPA), and families of students with disabilities and their advocates to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of those youth;

4. To create an incentive for accessing and using the expertise and resources of programs, projects, and activities related to transition funded under the project and with other sources;

5. To create incentives for the implementation of lasting state-wide system changes in the transition of students with disabilities to post-secondary training, education, and employment; and

6. To assist the State Education Agency in implementing the requirement in section 602 (a) (20) (D) of the Act that the student's individualized education program include a statement of needed transition services for students beginning no later than age 16 and annually thereafter (and, if determined appropriate for the individual, beginning at age 14), including, if appropriate, a statement of the interagency responsibilities or linkages, (or both) before the student leaves the school setting.

Project Activities

Since implementation of the project in 1992 many activities have occurred to ensure the accomplishment of the project's goals. Following are descriptions of the major activities of the project.

- The Transition Project along with DPI and DHR conducted four jointly-sponsored statewide Lead Agency Training workshops in April and May of 1993. There were 224 participants.

- The Transition Project conducted three statewide workshops which promoted the improvement of transition services for youth with disabilities in collaboration with three universities: UNC Charlotte, UNC-Chapel Hill, and ECU-Greenville. A total of 704 participants attended.

- Employment Training Specialists (ETS) pilot positions were established by funds from the grant and were assumed by the Division of Vocational Rehabilitation (DVR) on July 1, 1996. This is a system change for DVR. ETS personnel will continue to provide job coaching services for students who need intensive on-site job training but do not require long-term support. The ETS assists Division of Vocational Rehabilitation students with job applications, interviewing skills, and on-the-job training. A total of 465 students are documented as having received services; 338 students have received work experience; and 166 students have been successfully placed in competitive employment (DVR status 26) as a result of ETS services.

- Eight school systems (2 in each of the VR regions) were established as technical assistance centers. The first school systems receiving funds in October, 1993 were Perquimans County (eastern region), Shelby City/Cleveland County (western region), Vance County (north central region) and Cumberland County (south central region). The second round of school systems received funds in October, 1995. These systems were Onslow County (eastern region), Buncombe County (western region), Winston-Salem/Forsyth County (north central region) and Hoke County (south central region). Local system changes occurring within the technical assistance centers include alternative diploma programs, functional curricula, community-based training, and the creation of interagency teams and agreements. Numerous products have been developed by the technical assistance centers and will be made available by the Department of Public Instruction - Division of Exceptional Children. Addresses for the eight technical assistance centers are:

Buncombe County
175 Bingham Road
Asheville, N. C. 28802
(704) 255-5921

Cumberland County
P.O. Box 2357
Fayetteville, N.C. 28302
(919) 678-2430

Forsyth County Schools
1605 Miller Street
Winston Salem, N.C. 27103
(910) 727-2816

Hoke County Schools
310 Wooley Street
Raeford, N.C. 28376
(910) 875-4106

Perquimans County Schools
P.O. Box 337
Hertford, N.C. 27944
(919) 426-5741

Onslow County Schools
P.O. Box 99
Jacksonville, N.C. 28540
(910) 455-2211

Shelby City/Cleveland County
315 Patton Drive
Shelby, N.C. 28150
(704) 487-9941

Vance County Schools
128 Church Street
Henderson, N.C. 27536
(919) 492-2127

- Activities were conducted across the state and at local levels to promote interagency collaboration. Interagency training sessions sponsored by lead agencies with a focus on transition services for youth with disabilities were made available to teachers, administrators, vocational counselors, and professionals.

- Parent training which focused on effective participation in the IEP process, transition planning, and development of effective transition plans, was provided by the Exceptional Children Assistance Center (ECAC). The ECAC also developed parent training packages distributed to each of the LEAs in North Carolina.

- An Interagency Policy and Oversight Committee on Transition met quarterly over the last 5 years with the goal of enhancing transition services and bringing about system change on the state level through a collaborative team effort. The Interagency Policy and Oversight Committee consists of representatives from all the adult service agencies. Coordinated polices were developed and implemented among lead agencies.

- Annual student exit/follow-up assessments from the LEAs serving as technical assistance centers have been conducted. Exit follow-up assessments have also been done by ETS (VR) personnel. A state-wide follow-up system is being investigated.

- During the last year of the North Carolina Transition Project for Youth with Disabilities project (1996 - 1997), school systems (excluding the eight serving as technical assistance centers) had the opportunity to apply for mini-grants ($1000.00) to help improve transition services.

- A state-wide conference to celebrate the success of the grant and to develop future goals/objectives for the delivery of comprehensive transition services across the state was held in the final year.

Through the leadership provided by our state agencies and the creative endeavors of staff at the local level, transition services in North Carolina will continue to grow. Transition in North Carolina has only just begun!

TRANSITION: A NEW LOOK AT AN OLD IDEA

The concept of preparing students with disabilities for adult life has been around for many years. Although the names have changed, what is now called transition services has been delivered in several formats over the years. As Halpern (1992) has noted transition can be viewed as "Old Wine in a New Bottle."

During the **1960's**, formal cooperative agreements between Local Education Agencies (LEA) and Vocational Rehabilitation (VR) established cooperative work-study programs. The centerpiece of these work-study programs was a high school teacher who served in a half-time capacity as a work coordinator. Teachers serving in this capacity were under the supervision of the Vocational Rehabilitation agency. The cooperative work-study programs ended with the passage of PL 94-142, after which, the Vocational Rehabilitation agencies viewed the provision of work experiences as a legitimate school responsibility and therefore could no longer justify Vocational Rehabilitation funding such programs within the schools.

During the **1970's**, the United States Office of Education used seed monies to begin the Career Education movement. Although originally intended as a general education movement, the concept of Career Education was quickly embraced by the Council of Exceptional Children (CEC) as beneficial for students with disabilities. However, due to problems with the definition and delivery of Career Education and the fact that the seed funds ran out, the Career Education movement lost steam.

Then came the **1980's**, the decade of transition. In 1984 Madeline Will (OSERS) wrote a position paper defining transition as:

> *"...an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary*

> *education or adult services and the initial years of employment. Transition is a bridge between the security and structure offered by the school, and the risks of adult life."*

Often referred to as the OSERS "Bridges" model, Will viewed students transitioning into employment through one of three routes: the provision of generic services, time-limited services or on-going services. This limited employment focus for transition was later expanded by Halpern (1985) to include transition to the community as a whole (i.e. employment, recreation/leisure activities, community services).

THE FEDERAL MANDATE

On October 30, 1990, President Bush signed P.L. 101-476 into law. This legislation changed the title of the Education for All Handicapped Children Act to the Individuals With Disabilities Education Act (IDEA). The original PL 94-142 mandated five components for the Individualized Education Program (IEP):

1. the student's present level of performance;
2. annual goals and short-term objectives for reaching the goals;
3. specific special education and related services to be provided and the extent of participation in regular education;
4. projected dates for initiation of services and the anticipated duration of the services; and
5. appropriate objective criteria, evaluation procedures and schedules for determining (at least on an annual basis) whether the short-term objectives have been met.

P.L. 101-476 (IDEA) adds a sixth component to the Individualized Education Program for students 16 years and older (younger if needed) -- the transition component (Storms, De Stefano and O'Leary, 1996). IDEA also included a formal definition of transition as well as describing who should be included in transition meetings.

The Definition Of Transition Services

Transition services are defined by IDEA (Section 300.18) as:

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must (i) be based upon the individual student's needs; (ii) take into account student's preferences and interests; and (iii) include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.

What Is A Coordinated Set Of Activities

Transition services for youth with disabilities must be coordinated within the school and with other service providers within the community. All activities should be planned, organized, and delivered in a sequential manner aimed at ensuring the achievement of appropriate post-school outcomes. The statement of needed transition services in the Individualized Education Program must address the following areas:

Instruction. Instruction involves formal strategies designed to teach a skill or set of skills. Instruction can be provided in school through a variety of modes (e.g. tutoring, general education classes, academic classes) or in other locations (e.g. community college).

Community Experiences. Community experiences are services provided in the community by the school or other agencies that provide students with the opportunity to practice skills in the actual settings they will be used (e.g. community-based vocational training, shopping, transportation, banking, recreational/leisure activities, etc)

Employment and Other Post-School Adult Living Activities. Employment services are provided by the school or other agencies that lead to a future job or career. Adult living activities are those skills used on an as needed basis, in order to function as independently as possible as an adult (e.g. registering to vote, filing insurance claims, obtaining medical care, obtaining legal assistance, buying furniture, renting an apartment, etc.)

If needed, the Individualized Education Plan must also include additional activities in the areas of daily living skills and functional vocational evaluation:

> **Daily Living Skills.** Daily living skills involve activities that are required for day-to-day functioning within the community. These activities consist of things that are done routinely by self-sufficient adults (e.g. cleaning, paying bills, personal hygiene, home maintenance, cooking, shopping for groceries, etc.). Daily living skills can also include activities that will encourage increased independence (e.g. assisting in physical care, self-feeding, assisting with food preparation, etc.).
>
> **Functional Vocational Evaluation.** Vocational evaluation is the assessment of a student's interests, aptitudes, and vocational skills. Assessment information can be obtained through a variety of formal and informal procedures including traditional psychometric tests, situational assessments, and observations. Vocational assessment can be performed by the school or outside agencies (Storms, De Stefano and O'Leary, 1996). See Appendix C: Examples of Statements of Needed Transition Services.

Who Should Be Involved In Transition Planning Meetings?

The local education agency has the primary responsibility for planning, organizing and conducting all transition planning meetings. As with Individualized Education Program meetings, appropriate school personnel should be involved. This includes but is not limited to: special education teacher(s), regular education teacher(s), workforce development education teacher(s), related service staff, the Special Populations Coordinator, the LEA representative, the Industrial Education Coordinator/Job Broker, the transition coordinator, and administrators (as well as the parent/guardian).

The Individuals With Disabilities Education Act (IDEA) of 1990 expands the participation in IEP meetings where transition will be discussed, to include not only parents and school staff, but also students and representatives from agencies who will be involved in the transition planning process.

Students. IDEA is clear in its intent to ensure the active participation of students in the development of their transition plan. The law states:

> *"if a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite the student... if a student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered..."* (Section 300.344)

In order for the transition component of the IEP to be effective and have a positive impact on future success in employment and other life domains, the student must be the focal point of the plan. Every attempt should be made to have the student present at the transition meeting and in the rare case that this is not possible, other measures must be taken to guarantee that the student's interests, desires, and needs are considered during the development of the plan. The transition component of the IEP must be developed no later than the age of 16, however, in some cases this is too late to meet the needs of a student. Students who are at high risk for dropping out of school, or who have multiple disabilities, will need to have plans developed beginning at age 14 or younger. Each student should be assessed individually to determine the appropriate time to initiate the transition planning process. The Report of the House Committee on Education and Labor, on P.L. 101-476, noted the following concerning the initiation of transition services for students younger than age 16:

> *"Although this language leaves the final determination of when to initiate transition services for students under age 16 to the IEP process, it nevertheless makes clear that Congress expects consideration to be given to the need for transition services for some students by age 14 or younger. The Committee encourages that approach because of their concern that age 16 may be too late for many students, particularly those students at risk of dropping out of school and those with the most severe disabilities. Even for those students who stay in school until age 18, many will need more than two years of transitional services. Students with disabilities are now dropping out of school before age 16, feeling that the education system has little to offer them. Initiating*

> *services at a younger age will be critical"* (House Report No. 101-544, 10, 1990).

Parents. In addition to all the parental rights set forth in P.L. 94-142, parents must also be involved in all meetings where transition will be discussed. The law ensures that parents will be notified of all meetings, their purpose, and the participants of the meeting. According to the law:

> *"if the purpose of the IEP meeting is the consideration of transition services for a student, the notice must also indicate the purpose, indicate that the agency will invite the student; and identify any other agency that will be invited to send a representative."* (Section 300.345)

Agencies. The language in IDEA sets forth the expectation that the public schools will not "act alone" when planning and implementing transition services. If a school system is going to enact transition services for students with a wide range of disabilities, in a manner that is conducive to future success, there must be interagency coordination, collaboration, and communication. The sheer magnitude and complexity of transition requires the schools to look outside the system for assistance in ensuring that all students' transition needs are met. The legislation states:

> *"If the purpose of the transition meeting is the consideration of transition services for a student, the public agency shall invite...a representative of any other agency that is likely to be responsible for providing or paying for transition services."* (Section 300.344)

The school's mandate from IDEA does not end with simply an invitation for other agencies to participate in transition planning meetings. The school is also responsible for ensuring participation in some format (if meetings are not attended) and making other arrangements, when agencies fail to follow through on agreed upon service delivery. Specifically the law states:

> *"...If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services."* (Section 300.344)

The law further explains the school's responsibility for following up on services that have not been delivered as planned:

> *"If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP."* (Section 300.347)

Although adult service providers and other community agencies are not mandated by IDEA to participate in transition services (since IDEA speaks specifically to the rights and services guaranteed for school-age students with disabilities), the law is clear in its' intent that transition services be delivered in a cooperative and coordinated fashion by the school and other agencies. For further clarification regarding the federal mandate for transition services see Appendix D: The Individuals With Disabilities Act (PL 101-476): Regulations Related to Transition and Appendix E: Commonly Asked Questions About IDEA's Transition Requirements.

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997

As this manual was in the final editing stages, Congress passed the Individuals with Disabilities Education Act Amendments of 1997. Two sections of these amendments will have an impact on the way in which transition services are delivered to students with disabilities. These sections state that:

- beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program); and

- beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m)....

A report by the Committee on Labor and Human Resources which accompanied the proposed IDEA amendments indicated that the purpose of including statements for students beginning at age 14 was to focus attention on the child's educational program and how it related to future post-school goals. This section of the law is designed to augment the original requirements related to 16 year olds. The language related to "age of majority" insures that all students understand their rights upon reaching the age of majority and that these rights are transferred to the student. If a student is incapable of making decisions related to their education, the school system will take steps to insure that the student is properly represented by a parent or other suitable person (Alliance, 1997). Further interpretation and guidelines concerning these changes will be provided by the North Carolina Department of Public Instruction - Division of Exceptional Children in the near future.

THE IEP: THE TRANSITION COMPONENT

The Individualized Education Program of each student age 16 and above (or age 14 if needed) must address transition. In North Carolina the format for the "Transition Plan" or transition component of the IEP is left up to local education agencies. However, the transition plan must meet the requirements of the Individuals with Disabilities Act of 1990.

As mandated by P.L. 94-142 all Individualized Education Programs must contain the following components:

1. the student's present levels of educational performance;
2. annual goals and short-term objectives for reaching each of the goals;
3. the specific special education services and related services the student will receive and the amount of time the student will be involved in regular educational programming;
4. the projected dates for initiation of services and the anticipated length of the services; and
5. appropriate objective criteria, evaluation procedures, and schedules for determining at least annually, whether the short-term objectives have been accomplished.

The Individuals With Disabilities Education Act of 1990 adds the transition component to the IEP, which at minimum must include:

1. a statement of the needed transition services (as defined by IDEA) for students with disabilities beginning no later than 16, and at a younger age to the extent appropriate;

2. a statement, if appropriate, of interagency responsibility if a state or local agency, other than the public agency responsible for the student's education is responsible for providing for needed transition services;

3. a statement that where a participating agency, (other than the LEA) fails to provide the agreed-upon services contained in the IEP of the student, the public agency shall, as soon as possible, reconvene a meeting of the participants on the Individualized Education Program committee to identify alternative strategies to meet the transition objectives that were included in the student's Individualized Education Program and revise the IEP if necessary; and

4. if the IEP committee determines that services are not needed in one or more of the areas defined in IDEA's definition of transition, the IEP must include a statement to that effect and the basis upon which the determination was made.

In order to follow the typical format of an Individualized Education Program, the transition component is often broken down into the areas of:

1. post-school outcomes;
2. transition activities/services;
3. responsible persons/agencies; and
4. timelines for the accomplishment of needed services.

POST-SCHOOL OUTCOMES

The transition component of the Individualized Education Program must address the targeted post-school outcomes in each of the areas noted in IDEA: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. In other words, statements must be developed that speak to where the student is going to work, live, play, and continue to learn after graduation. The post-school outcome areas mandated in the legislation can be consolidated into the domains of:

- EMPLOYMENT (Integrated Employment including supported employment);
- POST-SECONDARY EDUCATION (Continuing and Adult Education/Vocational Training);
- RESIDENTIAL (Independent Living); and
- RECREATION/LEISURE (Community Participation).

When assisting an individual student and his/her family in planning for the future through the development of post-school outcomes, several things should be kept in mind.

1. Post-school goals speak to what is going to happen to the student after graduation. Activities or events that are accomplished prior to exiting school are not post-school outcomes rather they are activities. Special Education personnel who have been used to planning for only one year in order to develop an IEP, must now begin to think further ahead -- past the end of high school.

2. Post-school outcomes may initially be less specific, increasing in detail as the student moves through high school. For example, a student may want to work in a job after graduation where he or she can make a good living, use their hands, and work with people, but may not know until after a variety of vocational work experiences, delivered over the high school years, that his or her desired occupational area is in the manufacturing industry.

3. Post-school outcomes may change from year to year, sometimes slightly, sometime drastically since transition is now part of the IEP. The law mandates an annual review of the plan. This is essential, since few teenagers know early on, exactly what they plan to do after graduation. Only after comprehensive transition services are delivered, may a student and his or her family be able to make informed choices and decisions about future employment and living arrangements. Also, people and situations change over time. A student planning to live at home after gradation and attend a local university may in their junior year decide to attend a college away from home, requiring the skills needed to live in a dorm. The process of transition planning must be flexible enough to accommodate changing desires, needs, situations, and dreams.

4. Post-school outcome statements can be written in a third-party or first-party manner. In either manner the outcome must be individualized to the student's desires and interests. For example, the following post-school employment outcome statements, basically, propose the same post-graduation conditions:

> "I want to work in a full-time job where I can make good money and work with cars."
>
> **OR**
>
> John will obtain a full-time, competitive job as an auto mechanic assistant at a local garage or car service business.

Following are examples of post-school outcome goals written in the third party:

Employment.	Lowell will develop the work habits, behaviors and skills needed to obtain full-time employment in the area of retail management.
Education	Margaret will complete the necessary requirements for entrance into a four year college of her choice, in order to obtain a B.A. in Social Work.
Residential	Freda will develop the necessary activity of daily living skills needed to be accepted in a DDA group home within her home county.
Recreation	David will access and utilize a variety of recreation activities and services based on his interests within the community with age-appropriate, normal-needs peers.

5. There may be cases where a student is not in need of transition services in one of the transition domains. This is usually the result of a student already possessing all the skills and/or having access to all the post-school services/resources/support needed for the accomplishment of their post-school outcome goal in one of the domains. If the transition team (including the student and parents) determine that transition services are not needed in a designated domain, a statement of

justification must be included, outlining how this determination was made. An example of such a statement follows:

> **Recreation/Leisure**. Mike is presently a varsity letter holder in two high school sports (baseball and track/field). He is an active member of a local church and involved in church-sponsored sports. He also takes part in a wide variety of church-sponsored youth activities and trips. Mike is very popular at school and in his neighborhood. Mike enjoys several hobbies including swimming, collecting baseball cards, hiking, and go-cart racing. Mike recently received his driver's license and shows responsibility when participating in typical teenage activities (e.g. going to the movies, attending concerts, shopping, etc.). Mike has several pets at home including a dog, cat, and iguana and he actively participates in all aspects of their care. Mike has also recently joined the local YMCA. When the IEP/Transition team (including Mike and his mother) met on January 13, 1997, all parties agreed that at the present time, Mike is not in need of transition services in the area of Recreation/Leisure due to the high level of involvement and the wide range of interests he has developed on his own.

6. The development of post-school outcomes must be accomplished through a planned process involving the student, parents, school personnel, and adult-service providers. Since post-school outcomes are in essence major life accomplishments and milestones, a wide range of activities must be provided in order to ensure their accomplishment. These associated activities are called "transition activities" and must be delivered in a coordinated fashion.

TRANSITION ACTIVITIES

An array of activities should be planned and implemented for each of the post-school outcomes in each of the four domains. As stated in IDEA, these activities should be planned and coordinated. Coordination should be conducted within the school, the home and the community with school personnel, the family and community service providers. Transition activities are far-reaching and can range from simple tasks that can be completed in a short period of time to a complex series of events and experiences that are accomplished over several years.

Transition activities can be the responsibility of students, parents, school personnel or adult service providers. Since the activities are coordinated in many situations, a single activity may be the responsibility of more than one person/agency. For example, the initial obtainment of services from Vocational Rehabilitation requires; (1) the student and parents to participate in the referral process; (2) the school to make a referral and to provide information to the agency; and (3) the vocational rehabilitation school counselor to open the case and make the necessary arrangements for initial assessment.

Some examples of general transition activities categorized by transition domains can be found in Appendix F. Even though this list is by no means exhaustive and could be broken down into much more specific activities, it begins to demonstrate the wide range of possible transition activities/services. It would be unrealistic to expect the schools to provide all of these activities/services without support from other agencies. Therefore, it is vital that the transition plan indicate who will be the responsible person/agency for the provision of each transition activity.

RESPONSIBLE PERSONS

The Transition component of the IEP is developed by the student, parent(s) or guardian, school personnel, and community agencies/resources. This collaborative process provides a variety of supports for service provision. Each transition activity or objective must have a designated responsible person. A more in-depth discussion concerning interagency coordination can be found in Chapter Five. For now, a list of potential responsible school-based and community-based persons/agencies is provided.

School - Based Responsible Persons

Audiologist
Diagnostician
Career Counselor
Guidance Counselor

Industrial Education Coordinator/Job Broker
Interpreter
Job Coach/Teacher Assistant
Occupational Therapist/Licensed Occupational Therapy Assistant
Psychologist
Physical Therapist/Licensed Physical Therapy Assistant
Principal/Assistant Principal
Regular Education Teacher
School Health Nurse
Social Worker
Special Populations Coordinator
Special Education Teacher
Speech Therapist
Transition Coordinator
Transition Teacher
Vocational Education Teacher

Community - Based Responsible Persons

Business/Industry representatives
College/University representatives (Student Services Office)
Community College (Compensatory Education teacher/director, Adult Basic Education teacher/director, Special Services representative)
Department of Social Services-Adult Services Division (caseworkers)
Employment providers (Job coach, employment specialist, private rehabilitation agency representative, ADVP representative)
Healthcare providers (Home Healthcare representatives, the health department, private therapy agencies)
Local Mental Health Authority - Division of Developmental Disabilities (DD case manager, Single Portal chairperson, CAP-MR/DD case managers, respite providers, psychologist)
Local residential providers (Group home managers, domiciliary care home managers, ICF-MR group home managers, supervised apartment managers)
Social Security Administration representatives
Vocational Rehabilitation (Vocational Rehabilitation counselor, vocational evaluator, rehabilitation engineer)

In addition to school-based and community-based representatives, students and parents can serve as responsible persons. Including the student and family in the transition planning process as active members will increase their commitment to the accomplishment of the plan. Whenever appropriate, the assignment of responsibilities should include the student and family, even if they must have assistance to accomplish their assignments. To ensure that activities are completed in a timely manner anticipated dates of completion should be assigned for each activity.

TIMELINES

Each activity in the transition component of the Individualized Education Program should have a designated date, indicating when the service will be delivered. The transition plan is reviewed annually and the transition activities listed on the plan should be initiated (if not fully accomplished) sometime during the school year for which the plan was developed. Some activities, such as registration at the Employment Security Commission, can be accomplished as a single activity. Other activities such as community-based vocational training will be done in a variety of areas over several years. In that case, community-based vocational training is listed as a transition activity each year with different areas of occupational emphasis.

A school system is not responsible for implementing transition objectives after a student formally exits from school (which in essence terminates special education services). The final IEP for a student with a disability should include post-school goals and transition activities appropriate for the last year of school. It should not contain the transition goals and objectives or services which other agencies will be providing after the student leaves the school system, but it is appropriate to include a statement concerning interagency responsibilities and linkages (Hoefle, Heaston, Schliesser, and Shepard, 1994). Appendix G contains a Transition Planning Timeline.

THE FORMAT OF THE TRANSITION PLAN

The design of the transition component of the Individualized Education Program has taken many forms in North Carolina. The transition component of the IEP must be developed with the IEP meeting (but may be done over several meetings). The transition component must "drive" the long-range goals and short term objectives for the rest of the Individualized Education Program. In other words, the student's post-school goals should be the basis upon which the rest of the plan is developed.

In some cases, the transition component is combined with the rest of the IEP into a single document incorporating all the components required by the law. In other cases, the transition component is designed as an attachment to the rest of the IEP. If the transition component is in an attachment format, care must be taken to ensure that the rest of the IEP does indeed relate to the post-school outcomes and needed transition services. A transition component in an attachment format is moved each year to the next IEP after the annual review and update.

In addition to the components required by IDEA, sometimes additional information is included in the transition component, or this information is maintained in vocational records. Usually this information serves the purpose of verifying the accuracy of the projected post-school outcomes and the need for the specified transition activities. Additional information is also helpful in interagency coordination. Some of the additional information found in transition components of IEPs (outside of the mandated requirements) include:

- results of psychometric vocational assessment/evaluations;
- results of situational-based vocational evaluations;
- the method in which student and parent input was obtained;
- natural supports available to the student (e.g. family members, community members, neighbors, co-workers, etc.);
- previous vocational experience and training; and
- considerations in a variety of areas including health/medical, financial, transportation, etc.

Several examples of Transition Plans are included in Appendices Ha, Hb, and Hc. There are many compliance issues to remember during the transition planning process. The transition component of the Individualized Education Program must contain certain items and adhere to federally mandated procedures involving the participation of parents, students, and service providers. Following is a Transition Compliance Checklist that assists in evaluating the comprehensiveness of the planning process.

Transition Compliance Checklist

WHAT IS REQUIRED?	WHERE SHOULD IT BE DOCUMENTED
Students are invited to their IEP/transition planning meetings and notified of who will be in attendance.	Invitation to Conference. Student signature on plan.
Parents are invited to the IEP/transition planning meetings and notified of who will be in attendance.	Invitation to Conference. Parent signature on plan.
Schools invite appropriate adult service agency personnel to the IEP/transition planning meetings.	Invitation to the meeting. Adult service provider signature on the plan.
Student/family preferences, interests, and needs are considered during the planning process and student/parents have an opportunity to give input	Locally designed parent/student surveys, anecdotal notes, assessments, and evaluation reports.
Transition planning begins no later than age 16 and as early as age 14 if needed.	Transition component of IEP in place.
A statement of needed transition services in instruction, community experiences, development of employment, and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation.	Post-secondary goals in employment, residential, post-secondary education and recreation/leisure and transition activities for each area documented on the transition component of the IEP.
If there are no needs in any one of the domains, the IEP must include a statement to this effect and the basis for determining what services are needed.	Needs statement on the transition component of the IEP.
Agency responsibilities and linkages are indicated on the transition component of the IEP.	Indicated under responsible persons for goals and transition activities.
Students have equal access to any program with reasonable accommodations made as needed.	Services and modifications indicated on the IEP.

Minnesota Educational Services, 1994.

STUDENT AND FAMILY INVOLVEMENT

STUDENTS: THE PRIMARY FOCUS

The writers of IDEA made it clear that students must be involved in their transition planning process. Students must be invited to the IEP meeting when transition services are going to be discussed. If a student does not attend, school personnel must still ensure that the student's input is considered in the establishment of post-school outcome goals. It would be meaningless to have it any other way. Imagine a group of people meeting to talk about a young person and making plans their future without considering their wants, needs and desires. What would be the purpose? Student involvement in the IEP planning process may be a new concept for educators who have traditionally formulated an education plan based on parent and professional opinions. After all, how many of teachers have asked their students what they wanted to learn and what supports they needed to master the skills they decided were important? Student involvement in the transition planning process is not only mandated, it is the **right thing to do.**

Special educators responsible for the delivery of transition services should make student involvement a priority, and every attempt should be made to ensure that students attend their own transition planning meetings (even if the parents do not or if the parents don't want their child to). This may require some "extras" on the part of the school such as providing transportation, spending time preparing the student for the meeting, talking individually with parents about the importance of involving their child in the process and/or even providing "incentives" for student attendance and active participation (e.g. extra credit points for self-advocacy). But in the end, ensuring student involvement will pay off in increased commitment by the student to the accomplishment of the post-school goals, and a greater awareness of the final vision -- independent and productive involvement in the community after graduation.

The team also benefits from having the student present at all meetings. The presence of the student will help the team stay focused, encourage greater participation of team members, and allow the adult service providers to "get to know" the student better, thus increasing the soundness of decisions concerning current and future service delivery. It is not enough, however, to simply have students attend the meetings. In order for the "spirit" of the law to be carried out, students must be active participants. Students can play many roles in the transition process.

Student Roles

- Providing information about their dreams for the future and communicating with the team about their fears, reservations, and concerns.
- Providing information about their specific goals for life after graduation - where they want to work, where they want to live, what they want to do for fun, and how they want to continue to learn.
- Assisting the team members in understanding their strengths and limitations and in getting to know them as a young adolescent first, and as an adolescent with a disability second.
- Providing information about the natural supports they may already have in place and assisting the team in determining what supports are needed during high school and after graduation.
- Collaborating in the decision-making process.

Active participation can take many forms. School personnel should have the expectation that **all** students will have an active role in planning their future and provide the level of support necessary to make this happen. It is very important that all team members make a commitment to include the student in the process. All team members should receive information about strategies for student involvement and do their part to ensure active participation on the part of the student. The following section lists some team member behaviors that encourage student involvement.

Encouraging Behaviors

- Talking **to** the student rather than **about** the student. This may be a change for many adult service providers who are used to "staffing" clients who are not present at the meetings.

- Maintaining frequent eye contact with the student. Remember the meeting is about the student **not** the parent. Professionals have a tendency to look at and talk with the parent (since this is what teachers have been doing during IEP conferences for so many years).

- Using questions, probing reminders, and clarifying statements to encourage student input.

- Allowing the student sufficient response time to answer questions and provide information.

- Refraining from the use of professional jargon.

- Looking to the student for confirmation when giving information to the team about him or her.

- Using the information provided by the student in a way that he or she can see is sincere.

- Summarizing all decisions at the conclusion of the meeting for student approval.

Appropriate behavior and expectations concerning student involvement on the part of team members certainly increases the chances of effective student participation, but students will still need to be formally assisted in preparing for a transition meeting. This preparatory process can take place through small group or individual lessons and can be delivered in stand-alone sessions or by being infused into special education classes. There are several strategies for helping students get ready for the transition planning meetings.

Preparing Students For The IEP - Transition Process

1. Prior to the initial meeting, the teacher (or other appropriate professional) should explain the transition planning process to each student including a description of the transition meeting, who will be present, the meeting goals, and the student's role.

2. Ensure that the student **truly** understands the importance of their role and makes a commitment to be an active member of the team.

3. Assist the student in determining his strengths, needs, and learning styles.

4. Ensure that students fully understand their rights as they relate to the transition planning meeting (e.g. the right to attend, the right to give their opinion, the right to have post-school outcome goals that match their desires, etc.).

5. Assist the student in developing post-school outcomes based on dreams, desires, and reality. This can be accomplished through Student Dream Sheets and a variety of student inventories. Students can be assisted in completing these inventories by a professional familiar with the transition process. Examples of forms that can be used for obtaining student input can be found in Appendices Ia, Ib, and Ic.

6. Provide opportunities for the student to role-play participation as a team member. Remember to encourage assertive behavior and proper behavior for a meeting. The use of video-taping or peer review may be helpful in evaluation of the role-plays. This type of training can be accomplished during self-advocacy training or functional academic classes.

7. Do a de-briefing with the student as soon as possible after the meeting. The purpose of this session is to allow the student the opportunity to express how he or she felt about their role in the meeting and also to provide feedback that can be useful in future meetings (ECAC, 1991).

There are many effective strategies for encouraging active student participation. However in order for these strategies to be successful, students must have a foundation in self-determination and self-advocacy skills.

SELF-DETERMINATION AND SELF-ADVOCACY

According to Ward (1988) self-determination is: "*People taking control, without undue external influence over what affects their life.*" Self determination is about choices and learning from those choices. It's about rights and having the skills to advocate those rights. Self-determination allows students to communicate their interests, beliefs, and values to others (Transition Guide for Washington, 1996).

According to Gould (1985) self advocacy is the:

> *"process of individuals relying on themselves to make their own choices, expressing their needs, and being recognized as part of society's decision-making process."*

A primary goal of all transition programs should be to ensure students have the self-determination skills needed to effectively advocate for themselves. Without adequate self-determination skills, a student will not be able to act as a full participant in the planning of their future. Self-determination can be viewed as the fuel that feeds the fire (self-advocacy). Self-advocacy skills are vital to successful transition into the community. Self-advocacy allows students to:

- make personal choices and have control over the timing of events in their life;
- choose the environments and settings in which they desire to live, work, play, and learn;
- effectively evaluate the services they are receiving;
- gain control over major happenings in their life;
- obtain the supports and resources needed for successful transition from high school to adult life;
- become independent and self-sufficient;
- obtain respect and dignity from peers and service providers;
- prevent exploitation of themselves, their finances, and their property; and
- become a participating, contributing member of their community (Governor's Planning Council on Developmental Disabilities, 1989).

Considering the fact that many individuals with disabilities are stigmatized within our society and continue to be treated like children far into adulthood, the development of self-advocacy skills may be the best defense against well meaning professionals who feel they know "what is best" for the student, medical personnel who set low expectations, over-protective parents, and career counselors who give limited career choices. Historically, advocacy on behalf of individuals with disabilities has been an external effort. **That day is over.** It is the "age of self-advocacy" and professionals in the field of transition must make a concerted effort to ensure that all students have sufficient self-advocacy skills prior to graduation. School personnel should make every attempt to assist students in developing the following basic self-advocacy skills prior to graduation from high school.

Basic Self - Advocacy Skills

- Seeking out information and obtaining assistance from others.
- Demonstrating an awareness of accommodations needed due to disability and the ability to state the need for these accommodations.
- Understanding laws and legislation relevant to individuals with disabilities along with their basic civil rights.
- Communicating abilities, needs, and desires in an effective manner.
- Using assertive behavior when necessary.
- Maintaining accurate records and documentation concerning issues where self-advocacy is needed.
- Setting realistic goals, making plans for their accomplishment and making adjustments in plans when necessary.
- Dealing with conflict and criticism in an appropriate manner.
- Assuming responsibility for own actions.
- Using basic coping skills.
- Exhibiting the ability to stick to a task, even when the going gets tough.
- Maintaining a positive attitude, even in times of difficulty.

There are many excellent commercial programs (in addition to much research) available on teaching self-advocacy skills to young people with disabilities. Self-determination resources can be found in Appendix J.

Strategies For Teaching Self-Determination

- Allow students to set class schedules including upcoming assignments and events.
- Discuss independent living.
- Allow students to request their own accommodations in other classes.
- Have students schedule meetings with adult-service providers, guidance counselors, etc.
- Encourage students to ask questions of health-care providers.
- Encourage students to actively participate in their IEP meetings.
- Discuss students' rights and how to best advocate for them
- Teach, model and practice assertiveness skills.
- Allow students to actively share feelings, concerns, opinions, and needs (The Center for Change in Transition Services, 1996).

Finally, Field and Hoffman, 1994, developed a cyclical model of self-determination showing that a student is affected at all times and during all interactions with the environment. A student must first **know** and **value** themselves. Afterwhich, they can plan, act, experience outcomes, and learn, repeating the cycle for new situations, but always benefiting from their previous experiences. An effective transition program will create an environment conducive to allowing students to participate in a variety of experiences, where they can develop the self-determination skills needed to face the world as an adult.

A SPECIAL NOTE ABOUT STUDENTS WITH SEVERE/PROFOUND DISABILITIES

When discussing the importance of student participation in the transition planning process, the question is often asked, "But what about the students whose disabilities are of such magnitude that they are unable to be a full participant in the transition process?" It is true that some students, such as those with severe/profound disabilities pose a unique challenge when it comes to developing strategies for ensuring their input into the planning of their future. The important thing to remember is **not** to lose focus of the student. This may sound simple, but when considering the high level of involvement typical of parents of students with severe/profound disabilities, the limited range of adult services for this population, and their complex needs, professionals may tend to get caught up in the process rather than focusing on the end result. It's true that students with severe/profound disabilities are not going to be involved in the same manner as higher functioning students, but if the ultimate goal of transition planning is to ensure preparation for adult life, based on the student's needs, this goal can still be accomplished as long as professionals "stick to the knitting." Some methods to facilitate the involvement of students with severe/profound disabilities in the transition planning process, while simultaneously ensuring they are prepared for life after graduation include:

1. Involve several people that know the student really well, in addition to the parent and the teacher in the transition planning process. Consider siblings, grandparents, teacher assistants, therapists, and other caregivers. Make sure all plans (including those from outside services such as CAP-MR/DD) are coordinated.

2. Do an environmental assessment of the student in several environments to get information concerning likes, dislikes, abilities, needs, comfort levels and communicative attempts.

3. Stay focused on increased independence. Live by the creed, "Maybe the student can't do all of the task, but he or she **can** do a part of the task." Remember that everything done to increase independence (no matter how small) will assist in the management of long-term care and increase student dignity.

4. Remember quality of life issues, not just for students, but for families too. Getting a student with severe/profound disabilities ready for life after graduation, may mean getting their environment prepared to handle their special needs on a long-term basis. This can include home modifications and special adaptive equipment.

5. Ensure that all technology needs are met. If students with severe/profound disabilities are going to be integrated into their community, they will need some form of communication. Each student must be equipped with an augmentative communication system that will meet the needs of adult life. Caregivers should have the skills and resources to use the equipment, update the equipment, and ensure

timely repairs. Remember, after graduation, the teacher will no longer be a phone call away to assist with these important issues.

6. Since students with severe/profound disabilities may not be able to effectively self-advocate, their primary caregivers must be trained to assume the role of an advocate. The adult service system is quite different from the public schools and much more complex. Parents must be provided with the knowledge needed to "run the gauntlet" when it comes to obtaining services for their young adult family member in a system where services are no longer mandated.

FAMILIES: IMPORTANT PLAYERS IN THE TRANSITION PROCESS

Successful transition is dependent on the support network available to the student after graduation. Hopefully, family members will be a part of this network. Since many students with disabilities will be at least somewhat dependent on their families for a variety of things during their adult life (at the very least emotional support, advice and guidance), parental input must be considered when developing transition plans (in addition to the fact that parent participation is mandated by law).

Keeping parents as strong and supportive partners in the transition process is important for many reasons. Parents and family members can provide valuable contributions to the transition process.

Family Contributions

- Providing valuable information to the team concerning the student's abilities and skills in environments outside the school, available supports and resources, specific information relevant to the student's situation(s) after graduation, the student's likes and dislikes, and behaviors/social skills. See Appendix K for an example of a transition assessment that can be used with parents.

- Assisting their young adult with issues requiring advocacy in a manner that allows the student to do as much self-advocacy as possible.

- Maintaining an attitude that is conducive to allowing their young adult to "take risks", try out new things, and understanding that it is normal for teenagers to flounder around a bit before settling on a definitive life path.

- Setting a positive example concerning work ethic, community involvement, good citizenship, and high, but realistic expectations.
- Assisting their young adult in sound financial planning and in making financial decisions.
- Becoming a knowledgeable and informed participant in the transition planning process.
- Providing their young adult with experiences at home and in the community that reinforce the skills being taught in the school program and providing information on their child's performance in activities of daily living.

Active family participation in the transition planning process will enhance the total process. Appendix L provides a list of questions parents can use in taking an active role in the transition planning process. Professionals can do many things to provide family members with conditions, opportunities, and knowledge that are conducive to enhancing family and professional partnerships for implementing transition services. Following are some suggestions which can aid in establishing strong and productive relationships.

Enhancing Family - Professional Relationships

1. Spending time with family members discussing shared values and the vision they have for their young person's future.
2. Assisting family members in understanding the adult service system, relevant regulations, laws, and terminology.
3. Avoiding professional jargon. Consider how confusing it must be for family members unfamiliar with the transition process to hear statements like:

> *"We will do an ITP now, make a VR referral and if he qualifies, the counselor will do an IWRP. Maybe we will be able to do Supported Employment. Don't worry about SSI, we can always do a PASS or IWRE. We will also go through Single Portal and get him on the waiting list for*

> *ADVP and CAP-MR as back-up and he might even qualify for CBI or HRI. But don't worry, Houston has been well-prepared with CBT, JTPA, and Workforce Development Education and he should do fine after graduation."*

4. Involving family members in the development of agendas for transition planning meetings and ensuring that the format of meetings are conducive to family participation.

5. Making sure that all professionals understand the importance of family involvement and exhibiting behaviors and attitudes that encourage a high level of parental participation. Family members must be acknowledged as full partners.

6. Taking measures to guarantee the inclusion of family members in the communication loop.

7. Encouraging family members to be optimistic, but realistic about their young adult's future. Giving family members the opportunity to hear about other success stories and to fully realize the range of possibilities for their young adult.

8. Beginning in the early years to talk with family members about their young adult's future. Assisting family members in understanding the importance of providing their young adult with numerous opportunities throughout all stages of life to learn and practice the skills they will need to be successful in the community after graduation.

9. Teaching family members to be good advocates. Encouraging assertive behavior.

10. Giving family members ideas, at all age levels, regarding the types of activities that can be done at home and in the community to prepare their young adult for adult life.

11. Providing information to family members concerning laws, transition planning, adult services, "best practices", and any other information relevant to their young adult's transition needs.

12. Giving family members the opportunity to assume responsibility for transition activities.

13. Remembering that sometimes, the school must first help the families meet their "needs" so they can be better equipped to plan successfully for their young adult's future.

On occasion, a situation will arise where the student and the family member(s) are at odds over plans after graduation (e.g. employment situation, place of residence, etc.). When this happens every attempt must be made to resolve these conflicts in order for a plan to be developed that will ultimately be successfully accomplished. The need to resolve potential conflicts presents a good argument for beginning to talk with family members about their young adult's future early in the student's school career. Family members must be exposed early to the concepts of normalization, person centered planning, age-appropriateness, and the dignity of risk. Sometimes family members have a difficult time allowing their children to grow-up. However, if teachers begin early to assist family members in establishing the expectation that their child will work, will live independently, and will acquire the skills needed to function in the community, the transition process during the secondary years should be much easier.

Along with family members, school personnel have the responsibility to advocate for the student and focus on what the student desires. In the case where negotiation concerning differences in future goals between the parent and student is unsuccessful, other agencies may be helpful in assisting the student in obtaining more independence and exercising their rights as an adult. There have been cases where the Department of Social Services, the Local Mental Health Authority and the Social Security Administration have all been strong advocates in cases of child-parent conflicts over post-school outcomes. The bottom line, when dealing with parent and student conflicts that cannot be resolved during transition planning, is to look at each case individually and determine; (1) if the student ultimately obtains his/her wishes, will there still be the family support needed to ensure success; and (2) if the parents ultimately obtain their wishes, will the student still possess the motivation and interest level needed for success? The answers to these questions will help educators determine the direction in which they should go.

The Transition Story

The Nightmare

John is sitting at home. Really he is lying on the couch. The phone rings. He doesn't move. His eyes are glazed, staring straight ahead at the T.V., his friend, his salvation.

His mother walks through the door. Seeing her son, she wonders, as always, where did we go wrong? Why is he still here? Most 28 year olds have moved out, have a life of their own. She surveys the kitchen. Dishes and food litter the counter. She vows once again to talk with her husband, to find some help, but where? She knows the pain of having a son with a disability is greater now than when he was in school. In school, he had a place, he was part of something, he had a schedule, a few friends, and mandated services.

He was successful in school. There were problems, but he had a lot going for him. He used to be outgoing and full of energy. She remembers how good he was at building things and working on the car. How long had it been since he picked up a tool or started a project? Nothing had prepared her for this, for the nothingness after graduation: no job, no friends, no life.

He watches his mother scurry around the kitchen, knowing how worried she is about him. But he just doesn't care, he just can't care. There is no energy left to try. He thinks, I can't face another job, being fired again, being told I'm too slow, too dumb, too inadequate. He glances back at the television and then to his mother and closes his eyes.

The Dream

As John starts to pull the door to his apartment closed, he looks around one last time. Not bad, he thinks, I still need better furniture, and a really hot stereo system, but at least it's all mine and no little sister to hassle me.

As he rides the bus to work he checks his schedule. Good. No work on Saturday. The work load at the garage really picks up on Saturday and I just can't keep up with all the customers wanting batteries and new tires. I'm glad my counselor helped me talk to the boss about just working during the week.

John's mother remembers how scared she was when John reached high school. Thank goodness they planned, got John in the auto mechanics class, and his teachers were willing to change the requirements so John could learn some skills. It was a lot of hard work, learning about adult service agencies, letting John take risks and seeing him as someone with strengths and abilities, not just disabilities.

When John moved to his own apartment, she was so worried it wouldn't work out. She kept thinking, what if he has an accident, forgets to turn the stove off, is late for work? But it is important for John. She still worries and still checks on him a little more than she should, but as parents, they did learn to let go.

His father really enjoys the time they spend together working on John's budget and just hanging out. John will always need support, but he has come much further than they ever expected.

McAlaran, 1993

INTERAGENCY COLLABORATION

Interagency collaboration is essential to successful transition planning. Effective transition planning and timely service delivery is dependent on functional linkages between the school and a wide variety of service agencies. The inclusion of interagency collaboration in legislation such as the Individuals With Disabilities Education Act of 1990 (PL 101-470), the Rehabilitation Act Amendments of 1986 (PL 99-506), and The Carl Perkins Act (PL 98-584) indicate its importance.

Interagency collaboration is the process in which two or more agencies cooperatively integrate their resources, participate in joint planning, and coordinate services to meet the transition needs of young adults with disabilities. In the past interagency collaboration consisted of little more than the transfer of records between agencies when a student exited from high school or, at best, an effort to line up services to be delivered from another agency, when the school's services ended. Students with disabilities need more than a haphazard approach to obtaining post-school services. Recent data collected through the U.S. Department of Education's new Performance Assessment for Self-Sufficiency (PASS) indicates that 80% of special education graduates will need continued case management. Other post-school service need areas include continuing adult education, vocational services, support services for post-secondary education, and communication systems (Special Education Report, 1997).

Since the passage of the transition mandate, school systems have begun to move toward a more coordinated model of interagency collaboration. In order for schools to provide comprehensive transition services, there must be coordinated and simultaneous delivery of services from a variety of agencies to ensure successful preparation for and transition to the community. Thus, interagency collaboration is of vital importance.

Why Is Interagency Collaboration Important?

- Transition is complicated, particularly when dealing with a variety of agencies, each with its own eligibility requirements, referral process, terminology, and service continuum. When several agencies are involved in the transition planning of a student, decisions must be made concerning who will provide what, when will it be provided, how will it be provided, and who will pay.

- There is no mandate for adult services. This means that planning must start early, to ensure that services are available upon graduation from school in order to avoid waiting lists and gaps in services.

- Collaboration can reduce the duplication of assessments/evaluations, intake procedures, and referrals thus making accessing services easier for students and their parents. Interagency cooperation can also ensure that all reports and information needed to access services are in place at the appropriate times.

- There is a need to ensure that joint planning occurs so there is "one" comprehensive plan for the student's future, with all agencies working toward the same outcomes rather than multiple fragmented plans.

- The time of transition from high school can be frightening for students and their parents. Effective collaboration during transition can increase their comfort level with the new service providers.

- Transition may be costly. Through collaborative planning the costs of providing transition services can be reduced by accessing funds from other agencies.

- Since a variety of services may be available, effective interagency collaboration can assist with the placement of students in the proper service system.

- Interagency collaboration can increase the self-worth and dignity of students by providing the student with the services needed to assist with becoming more independent and productive after graduation.

- Adult service agency personnel outside the school have a variety of skills and access to knowledge and resources that school personnel may not have. Adult service providers have had years of experience in vocational training, accessing business and industry, involving other agency services, and using a variety of funding sources (Anderson, 1993).

It seems obvious that interagency collaboration makes good sense. So why is interagency collaboration not always easy to execute? It would seem that a process that makes such good sense and is so beneficial to students would be an endeavor that all involved parties would enthusiastically embrace. Unfortunately, this is not always the case. There are numerous barriers to effective interagency collaboration that must be recognized and resolved in order to establish an effective interagency transition teams.

Barriers To Effective Interagency Collaboration

- Lack of vision. It is important that all team members be "headed in the same direction" along the same path. There should be no doubt as to the ultimate goals of the interagency collaboration and all parties must make a commitment to the team's vision.

- Resistance to change. Change is difficult and even minor change can result in resistance. Many people will try to maintain "the status quo long after the quo has lost its status." For professionals who may be used to working in isolation or only with people within their own agency, the idea of coordinating their activities with unfamiliar people and agencies may be frightening. Change must occur not only in the way individuals conduct their job tasks, but in many cases also in the way agencies deliver services. Failure to restructure services or attempts to make changes too quickly will most certainly result in failure.

- Lack of Training. Team members must be sufficiently trained in areas related to teamwork, the services of other agencies, and the goals of the team. A simple lack of expertise and knowledge can decrease the effectiveness of interagency collaboration.

- Failure to develop respectful and personal relationships. If team members do not respect each other, the camaraderie necessary for true collaboration to occur will not exist. The ideal situation is when team members truly like each other and enjoy their working relationships.

- Lack of Professionalism. Although it may be hard to admit, sometimes professionals don't act professionally. Issues such as turfism, pessimism, gatekeeping, and historical baggage can all be serious barriers to effective interagency collaboration. In small towns, historical baggage can seriously interfere with interagency collaboration. The saying, "Our future is shaped by our past, so be careful what you do in your past" is relevant to barriers caused strictly by hard feelings over something that happened a long time ago between individuals or between agencies.

- The "Lone Ranger" Syndrome. Professionals involved in interagency collaborative efforts may ask "WIIFM" (What's in it for me?). It's true that many times people are asked to make changes that are high in cost and low in rewards. It is important to the success of interagency collaboration, that in the end, the coordination of services will make team members' jobs easier due to less duplication of services, early familiarity with future clients, assistance from others in providing services, effective planning, and exposure to new ideas.

Public schools and agencies providing adult services are different. These differences must be understood by all parties in order to prevent conflict and facilitate coordination. School personnel are used to policies resulting from legislation that mandate all students be served. The following table delineates specific differences between the two general categories of agencies involved in interagency collaboration (the schools and all other adult service providers). These differences may cause misunderstandings concerning the delivery of services might arise.

Differences Between the Public Schools and Adult Service Agencies

Education System	Adult Service System
Entitlement	Eligibility
All eligible individuals identified as having a disability must be served.	Just because a person has a disability does not mean he/she will receive services. Private agencies may choose who to serve.
Waiting lists are not allowed.	Waiting lists may exist and may be quite lengthy.
Broad eligibility criteria exist.	Narrow eligibility criteria.
Services are designed based on the needs of the individual.	Some services may not be available or exist.
One provider (school system)	Many agencies deliver services.

TransND-North Dakota Transition Project, 1996.

ESTABLISHING AN INTERAGENCY TRANSITION TEAM

There are special skills associated with establishing an effective interagency transition team that is responsive to student needs and functions in a student-friendly fashion. First, there must be leadership. Ideally, the team members will all respect each other, experience a sense of belonging, and possess a commitment to the team's mission. A strong leader who understands the facets of team building, group cohesiveness, participatory leadership, and, of course, all aspects of transition, is needed to ensure that the team stays focused and tasks are accomplished in a timely fashion. The leader must take measures to assist the team in establishing a vision. The vision must articulate a view of a realistic, credible, and attractive future. The vision, ideally, should provide a bridge (plan) from the present way of doing things to a desired future way of doing things. A sound vision can serve as a benchmark for evaluation of the team's effectiveness, while at the same time preventing negotiation of the team member's values and beliefs. It is of the utmost importance that team members have a collective vision and shared goals.

An interagency transition team will operate the most efficiently, if there is a climate of trust conducive to open and honest communication. Team members must be comfortable enough to express their opinions and, at times, disagree. Creativity, the willingness to take risks, and tolerance for diversity, should all be valued qualities that are routinely encouraged and praised. Decisions should be made in a consensus fashion, with the student's desires, needs, and wants foremost in mind. An effective team is also dynamic. The team must be willing to look closely at their failures and make changes when needed. An on-going evaluation process will guarantee that the team is responsive to the students for whom it was established to serve. Following are the "10 C's Of An Effective Interagency Team:"

1. COMMUNICATION
2. CONSENSUS
3. COOPERATION
4. COLLABORATION
5. CONFRONTING PROBLEMS
6. COMPROMISE
7. COORDINATION
8. CONSISTENCY
9. CARING
10. COMMITMENT (Garner, 1987).

THINGS TO CONSIDER WHEN ESTABLISHING AN INTERAGENCY TEAM

Every school system should have at least one Interagency Transition Team. In some cases, separate school systems within the same county or separate school systems served by several of the same agencies may want to make the establishment of a team a joint effort. Ideally, a system will have a Community Level Transition Team, a School Level Transition Team, and Individual Transition Teams. Regardless of what type of team(s) your school system chooses to organize, there are some general steps that can be followed to facilitate the process. Appendix M provides a quality indicator checklist for establishing interagency teams.

Steps For Establishing An Interagency Team

Step 1: Get administrative support. In many cases the responsibility of establishing a team will fall to a Transition Coordinator or someone within the system who has been designated as the person responsible for transition. The endorsement of the Exceptional Children's Director, the Superintendent or other central office personnel will lend credibility and open doors. In other words, "Make sure you have enough weight on your side of the see-saw."

Step 2: Select appropriate people for the team. It is important that people from both within the school system and from the adult service agencies within the community be invited to be part of the team. The job titles/positions of the people who will serve on the team is often the determining factor for who is chosen. However, the best team members tend to be those who are open-minded, flexible, willing to try new ideas, hard-working, client-oriented, and confident.

Step 3: Develop a proposal and present it to key persons. It is helpful to involve other key people in the development of this proposal. Initially, this presentation should be made to administrative level personnel to obtain support. Once the "idea" is endorsed and a commitment for involvement is obtained from the agencies, the proposal should be presented to the people who will actually serve on the team. In some cases, the various agency administrators will want to designate a representative to the team. If this representative is different from your initial choice, talk with the administrator in order to determine their reasons for the choice (which may be better than yours). Attempts should be made to ensure that the most "appropriate" person joins the team. That is, the one who has the necessary information, can make decisions, allocate resources, and effectively represent the agency.

Step 4: Organize an introductory meeting. At this time (and throughout the interagency collaborative process) acknowledge fears, be prepared to answer questions, and be open about concerns. Portray a "helping" attitude. Find out what the school can do to make other agencies' jobs easier.

Step 5: Establish a team vision. Ensure that there is a high level of optimism ("this will work"), an atmosphere of teamwork, and high expectations. Set initial goals that will ensure success. Focus on obtainable goals and when they are accomplished, celebrate your successes.

Step 6: Establish open, positive communication patterns. Determine up front how the various agencies will share information and how communication will occur outside team meetings. Throughout all meetings, be careful about competency issues, integrity, and invading agency boundaries.

Step 7: Determine training needs of team members. Allot time for sharing information about each other's agency and for increasing knowledge about transition for youth with disabilities. The time spent in training can also serve the purpose of allowing team members to get to know each other, both personally and professionally.

Step 8: Establish the times and locations of meetings. Meetings should be planned in a manner that is "team-member friendly." Of course, don't forget that the needs of the students and families must also be considered. Make every attempt to ensure that the atmosphere of the meetings is conducive to comfort for agency representatives (e.g. light refreshments, access to a phone, restrooms, comfortable temperature, good lighting, etc.).

No matter how well you plan, expect some frustrations when establishing an interagency team. When trying to coordinate several agencies all with different policies, regulations, and procedures, it would be unrealistic to expect that everything will initially run smoothly. It takes months and in some cases years, before a team can operate without glitches and even then, changing legislation, the introduction of new services/programs, and the addition of new team members will require careful management to prevent problems. Remember that individuals will change more quickly than their agency and that agencies will change at different rates. But finally, "consensus morality" will take over, "If enough people are doing it, it must be OK" and even those hesitant at first, will come on board.

School systems may vary in the types of interagency teams established to provide transition planning services for students based on the characteristics of the system and the needs of the students. Following are descriptions of the two most common types of interagency teams - the Community Level Team and the School Level Team.

THE COMMUNITY TRANSITION TEAM

A Community Level Team is composed of leaders, directors, coordinators and administrators. These individuals are not usually "front-line" people, but rather the individuals who have the power to make organizational changes and solve administrative problems that arrive during the delivery of transition services. A Community Level Transition Team can be viewed as a "watchdog", ensuring that everyone involved in transition is where they are supposed to be, when they are supposed to be, doing what they are supposed to be doing (so to speak). By virtue of the participation of administrators, the entire idea of interagency collaboration will be endorsed. Many of the team members serving on the Community Level Team would be inappropriate members for the School Level Team because they are not providing hands-on services. However, their input into the transition process is needed, and can thus be obtained in an appropriate manner by their inclusion on a team that deals more with administrative issues than with individual student issues.

Potential Community Level Team Members

- The Transition Coordinator and/or Transition Teacher (can serve as a liaison between the teams)
- Workforce Development Director
- Exceptional Children's Director
- Department of Social Service: Adult Services Division Director
- Department of Social Security Administrator
- Vocational Rehabilitation Unit Manager
- Chamber of Commerce Representative
- Employment Security Commission Director
- Workforce Development Board Representative
- Job Ready Representative
- Special Transportation Director
- Post-Secondary Education Special Services Representative
- Advocacy Group Representative(s)
- Recreation Department/YMCA Director(s)
- Residential Services Director(s)
- Local Business Leader(s)
- Parent Representative(s)
- Student Representative(s)

Responsibilities Of A Community Level Team

- Conduct community needs assessments and other methods for determining community needs and resources.
- Develop and implement interagency agreements. (See Appendix N for a copy of Cleveland County's interagency agreement).
- Clarify roles of service providers.
- Provide information concerning specific agency services, changing legislation, new programs, and grant opportunities.
- Develop a Community Resource Handbook for parents and service providers.

- Develop strategies for overcoming barriers to effective transition service delivery.
- Solve problems in the service delivery system by clarifying agency responsibilities, changing policies and procedures, providing administrative guidance, and personally intervening when needed.
- Establish a network among service providers.
- Coordinate staff development activities.
- Coordinate job development and job placements among service providers.
- Seek new funding and support for existing programs.
- Coordinate community awareness activities.

THE SCHOOL LEVEL TRANSITION TEAM

The School Level Transition team is responsible for discussing individual students and their transition needs. In smaller systems, one School Level Transition team can serve several schools. In larger systems, there may be a need to establish more than one team (particularly in systems large enough to have more than one Vocational Rehabilitation School Counselor). The School Level Transition team is where the issues concerning individual student needs are addressed. The team can either serve in a pre-planning format with the actual transition component of the IEP being developed in a later meeting or the IEP can be developed at the meeting. The School Level Transition team can also serve a follow-up function, whereby a student is presented for a single purpose (rather than for general planning). For example, if it was determined that a student needed a specific service in an earlier meeting and the service has not been delivered by the designated time frame, the student can be presented to the team again to work out the service delivery problem or make other plans.

Generally, the School Level Transition team is composed of individuals who provide direct services to students. In some systems, the School Level Transition team serves as a sub-committee of the local Mental Health Authority's Single Portal (for students with developmental disabilities), which in itself is a good example of interagency collaboration. Single Portal is discussed in greater detail in Chapter Six: Adult Services.

Potential School Level Team Members

- Students and Parents (must be included)
- Transition Coordinator
- Special Education Teacher(s)
- Regular Education Teacher(s)
- Workforce Development Education Teacher(s)
- Administrative Representative from the school system (e.g. Principal, Assistant Principal, EC Director or designee, etc.)
- Local Mental Health Representatives from the Division of Developmental Disabilities (e.g. Case Managers, Intake Counselors, Single Portal Chairperson, DD Case Managers, CAP-MR Case Managers, etc.)
- Vocational Rehabilitation School Counselor
- Department of Social Services Representatives (e.g. Case Managers from the Adult Division and from various government assistance programs)
- Post-secondary Education Representatives (e.g. Compensatory Education Coordinator, Adult Education Coordinator, Special Services Coordinator, etc)
- Recreation Representatives
- Social Security Administration Representative
- Residential Services Representatives
- Military Recruiter
- Business Representatives relevant to the student being presented to the team

School Level Transition Team Responsibilities

- Conduct transition planning meetings and exit meetings on all students with disabilities who will need services after graduation.
- Assist students and parents in projecting post-graduate needs for individual students.
- Collect and disseminate information on students.

- Identify areas of responsibility for team members relevant to individual student plans.
- Determine agency responsibilities in providing and paying for needed services.
- Develop timelines for the delivery of services.
- Develop strategies for solving problems or eliminating barriers to the successful delivery of transition services.
- Recommend changes in programming.
- Discuss and address issues for Individual Transition meetings and determine additional involvement of team members needed at this level.
- Provide follow-up when needed on services that have not been provided or were not successfully provided.
- Provide team members with information about adult service agencies.
- Transfer case management from school to other agencies.
- Evaluate the effectiveness of the transition program.

THE SCHOOL LEVEL TRANSITION TEAM MEETING

As mentioned earlier, leadership is vital to the interagency collaborative process and no where is this more clear than in planning for and conducting a team meeting. Prior to a team meeting there are many tasks such as scheduling meetings, sending invitations and reminders, organizing agendas, preparing students, and their parents for the meeting, and completing necessary paperwork that must be done to assure that things run smoothly. While these tasks can be distributed among school transition staff, there should always be one central person who is responsible for overseeing the whole process.

When scheduling team meetings, it may be easier to conduct pre-planning for several students within the time frame of a few hours in order to ensure the presence of all relevant adult service providers. It may be easier to obtain a commitment from adult service providers to allot one or two afternoon(s) per month to discuss multiple students (individually of course), than to expect them to be able to come to several different meetings, at different times, throughout the month. This allows adult service providers to "block out" the time for team meetings on their busy calendars. Team members should receive reminders/invitations (e.g. telephone or written) prior to each meeting with information concerning the students that will be presented. (See Appendix O for an example of an interagency invitation). Since all team members may not be needed for each and every student (e.g. a CAP-MR Case Manager would not be needed for a student not eligible for or not receiving CAP-MR funds), the chairperson of the team can schedule students in a manner that allows team members to be present only when they are needed.

If the team is going to discuss transition needs for students with the actual IEP being formulated later, the meetings for each student will take less time and several students can easily be discussed in a single afternoon. Longer discussions can occur at IEP meetings with the teacher, parent, student, LEA representative, and any designated team members needed to work out specific details of the transition plan. By using this format, the team meeting serves a pre-planning function where post-school goals are established based on student/parent input, services are determined, and assignments of responsibility are made.

Parents and students must receive invitations at least 10 days in advance of the meeting (See Appendix P for an example of a Student Invitation). Every attempt should be made to make arrangements for the parents and students to attend team meetings. This may require assistance with childcare or transportation. Prior to the meeting, students and parents should have the opportunity to; (1) receive information about the transition planning process, including the format of the meeting; (2) receive details about the roles of the people who serve on the team and the types of services the represented agencies can provide; (3) discuss post-graduate plans; (4) provide input into the organization of the meeting; and, (5) clarify needs, wants, and preferences. Preparation of students and parents for the meeting can assist school personnel in finding out whether differences of opinion exist and in making decisions concerning how these differences will be handled. In addition, if parents and students are prepared for the meeting, their participation and comfort levels will be greater. Chapter 4 covered these topics in more detail.

Releases of information should be obtained for any student being presented to the team to aid in the exchange of information between the school and community agencies (See Appendix Q for an example of a Vocational Release of Information Form). Information concerning the student should be gathered and organized in a manner that can be shared with all team members. An example of this format is provided in Appendix R. Student records should also be readily accessible.

It is certainly important to be prepared for the meeting but it is just as important to accomplish certain tasks during the meeting that will ensure the meeting is productive. Following a an example of the possible content for a School Level Transition team meeting.

Format For A School Level Transition Team Meeting

1. Give introductions.
2. State the purpose of the meeting.
3. Provide information concerning meeting protocol (particularly important if this is the first team meeting for a student or there are new team members).
4. Remind members that the meeting is **for** the student.
5. Briefly review the agenda.
6. Present status of the student and review progress (provided by school transition staff, outside agencies who have had involvement with the student, parents, and students):
    - A. achievement;
    - B. vocational preparation;
    - C. vocational assessment results/vocational interests; and
    - D. other information (residential, recreation, financial, transportation, etc.).

7. Discuss desired student outcomes:
    - A. desired post-school outcomes;
    - B. relevant family information;
    - C. availability of natural supports; and
    - D. miscellaneous issues related to long-term planning.

8. Determine school-based and community agency activities/services related to desired student outcomes.
9. Designate responsible persons and timelines.
10. Provide closure/wrap-up.

During the transition team meeting, discussions should remain focused on student issues and all team members allowed opportunities for input. Special care should be taken to encourage the participation of the student and parent(s). At the end of the meeting, loose ends should be tied up and dates/times of future meetings should be discussed.

In some situations a school system may not have yet initiated the establishment of interagency teams and local adult service providers may want to "get the ball rolling." In these school systems, adult service providers can offer several services to the school system in order to assist with the collaboration process and possibly help it along. Some suggestions for ways that adult service providers can take the initiative in interagency collaboration are listed below.

1. **Identify** a representative from the agency whose responsibilities will include participating in IEP/ITP meetings and identify which schools the representative will cover. Notify the appropriate school personnel that this representative is available and anxious to participate in team meetings.

2. Offer to give a **presentation** to secondary school staff about the agency's eligibility criteria, referral process, and services. This allows teachers and administrators to make better decisions about referrals and invitations to IEP meetings, etc.

3. Continue to **share knowledge** of the skills students need to live and work in the community. This input can assist educators in planning curriculum that better prepares students to meet success in adult life.

Knowledge about the world of work and other service agencies will be valued by the school staff involved in transition.

4. **Send materials** describing the agency's services to the Special Education and Guidance Departments, so it can be disseminated to parents.

5. **Participate** in the annual IEP/ITP team meeting for the student to discuss appropriate post-secondary options. Come to meetings prepared to discuss the student's eligibility and other relevant information.

6. **Visit** the school to learn information about the types of curriculum and programming that is offered. Offer to review information about transition-age students to make recommendations regarding referral, eligibility, curriculum, etc.

7. **Request a Transitional Profile** to be completed for each student referred to the agency. Assist secondary personnel in gathering information relevant to vocational planning.

8. **Familiarize** secondary personnel with the vocational training and placement alternatives that are available in the region. This allows the agency personnel some freedom from frequent school and parent questions if information is readily available at the school.

9. **Encourage** secondary personnel, parents, and students to utilize services prior to graduation (e.g. recreation, application to SSI, legal guardianship, etc.).

10. **Invite** a group of students, parents, and teachers to come and visit examples of the agency's services (e.g. group homes, vocational training programs, etc.). (TransND-North Dakota Transition Project, 1996).

Whatever format a school system's interagency team assumes, it is probably the most important component of the entire transition planning process. A school system may have wonderful transition services, but without support from adult services, the transition process will be incomplete, will not meet the spirit of the law, and will not result in students becoming successful adults.

ADULT SERVICES

The adult service agencies play a crucial role in the coordination and planning of transition services. The range of adult services available to students exiting school will vary based on the area of the state (e.g. number of group homes, supported employment agencies, etc.) but generally school systems will have access to the following agencies:

- Vocational Rehabilitation;
- Community Private Rehabilitation Agencies;
- Local Mental Health Authority - Developmental Disabilities Division and contract agencies;
- Department of Social Services;
- Community Colleges/Four Year Colleges and Universities;
- Workforce Development Boards; and
- Social Security Administration.

Each of these agencies and the services they provide will be discussed below. Focus will be given to the services most relevant to students with disabilities.

VOCATIONAL REHABILITATION

There are 50 locally-based service delivery units including 32 local Vocational Rehabilitation (VR) offices, 16 independent living centers and two regional facilities. All 409 rehabilitation counselors serve clients from more than 175 locations (i.e. prisons, schools, hospitals, etc.). The Division of Vocational Rehabilitation serves approximately 37,000 individuals annually, one-third of which are persons with disabilities, 21 years of age or younger. The purpose of Vocational Rehabilitation services is to assist eligible persons with disabilities in achieving gainful employment and/or increasing their ability to live independently. Vocational Rehabilitation's goal is to provide a planned sequence of individualized services designed to assist persons with disabilities in reaching a vocational goal. The VR agency's services are time-limited and, when long-term services are needed such as supported employment, other agencies must be involved. Vocational Rehabilitation has cooperative agreements with 83 of the 117 school systems resulting in 98 Vocational Rehabilitation school counselor positions (See Appendix S: for a List of School Systems with Cooperative Agreements). During the 1996 fiscal year, school counselors served approximately 12,000 youth and during that year 1,938 youth had successful employment outcomes. In school systems with cooperative programs, the Division of Vocational Rehabilitation has agreed to participate in what is referred to as in-school work adjustment programs. In a joint effort to prepare severely disabled students for competitive employment while in school, the Division has agreed to make token or incentive payments for eligible clients enrolled in short-term training programs supervised by school staff. The school makes payments up to $40.00 per month and submits monthly invoices to the Division for up to a maximum of 18 months. Job training sites on-campus often include the school cafeteria, library, school offices, and building/ground maintenance. The above provisions concerning work adjustment programs are defined in cooperative agreements with the Division and approximately 45 school systems.

Vocational Rehabilitation is an eligibility program rather than an entitlement program. Individuals can be referred for VR services by other agencies (including the schools) or can make their own referral. Individuals referred to Vocational Rehabilitation receive an assessment of medical, social, psychological, education, and vocational factors in order to determine the individual's potential for employment. Vocational Rehabilitation has sixty days from the initiation of a referral to determine eligibility. The school system and Vocational Rehabilitation can work together to obtain needed evaluation information to prevent duplication of effort. The 1992 Rehabilitation Act Amendments requires Vocational Rehabilitation agencies to:

> *"use to the maximum extent appropriate,... existing information available from other programs and providers...and information that can*

> *be provided by the individual...to determine eligibility for services and for choosing goals, objectives and services."* (Section 101. (a)(9)(A))

The eligibility process is guided by the Rehabilitation Act Amendments of 1992 (PL 102-69). This act includes a "presumption of capability":

> *"Individuals with disabilities including individuals with the most severe disabilities, are generally presumed to be capable of engaging in gainful employment and the provision of individualized vocational rehabilitation services can improve their ability to become gainfully employed."* (Section 100. (a)(3)(A))

A person with a disability is presumed to be capable of benefiting from Vocational Rehabilitation services unless Vocational Rehabilitation can show by **clear and convincing evidence,** that the person cannot benefit from services in terms of an employment outcome. Vocational Rehabilitation's **order of selection** was designed to ensure that persons with the most severe disabilities receive a higher priority for services. The 1992 Rehabilitation Act Amendments defines a person with a severe disability as:

> *"an individual with a disability who has a severe physical or mental impairment which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time, and who has one or more physical or mental disabilities resulting from...(all of the categories of the disabilities recognized by IDEA and additional ones).* (Section 7 (15)(A)(i)(ii)(iii))

Experience, evidence, and budgetary expectations lead to the belief that the VR Division will continue to be able to serve all eligible individuals who apply for Vocational Rehabilitation services but the Division will continue to maintain its order of selection policy. The order of selection represents contingency planning which will allow the Division to quickly implement services to only priority groups should that necessity arise.

Priority Categories

Category 1: Individuals who have the most severe disabilities

A person whose impairments seriously limit three or more of the following functional capacities in terms of employment outlook:

1. Mobility
2. Communication
3. Self-help
4. Self-direction
5. Interpersonal skills
6. Work tolerance
7. Work skills

Category 2: Individuals with a severe disability

A person whose impairments seriously limit one or more of the following functional capacities in terms of employment outlook:

1. Mobility
2. Communication
3. Self-help
4. Self-direction
5. Interpersonal skills
6. Work tolerance
7. Work skills

Category 3: Individuals with non-severe and permanent disabilities who will need multiple vocational rehabilitation services to attain a suitable employment outcome.

Category 4: Any eligible individual who does not qualify for a higher priority category.

Other: Public Safety Officers who become disabled in the line of duty will be placed in a priority status as provided for in 34 C.F.R.361.

Once a person is deemed eligible for services, a case is opened, and an Individualized Written Rehabilitation Plan (IWRP) is developed. The IWRP is jointly developed between the counselor, the student, and his/her family. This plan should reflect the services deemed necessary to achieve the vocational goals. The IWRP is designed to achieve employment objectives and must have a clear and specific vocational goal and measurable objectives with evaluative criteria. The plan includes a statement, in the individual's own words, describing how he or she was informed of and involved in choices related to; (1) employment goals; (2) objectives; (3) services; (4) service providers; and, (5) the methods used to procure or provide services (See Appendix T for a copy of the IWRP Form). If an IWRP indicates that supported employment will be provided, there must be a description of the time-limited services to be provided by Vocational Rehabilitation, a description of the extended services, the agency which will provide the extended services, and a description of the basis for determining that continuing support is available.

Vocational Rehabilitation Services

Vocational Rehabilitation services which incur a cost, are based on the financial need of clients. Exceptions to the consideration of income include assistance with diagnostic services, counseling, job placement, training activities, post-secondary fees/tuition, rehabilitation engineering, supported employment, job-seeking skills training, job placement, and interpreting services for persons with hearing impairments (Vocational Rehabilitation: Your Rehabilitation Program Handbook, North Carolina Division of Vocational Rehabilitation, 1995). Following is a description of services available from Vocational Rehabilitation:

1. **Career counseling.** This service provides counseling, guidance and work-related placement services.

2. **Vocational/Post-Secondary Training.** Vocational/Post-secondary training includes training in a variety of environments including community rehabilitation programs, technical institutes, trade schools, rehabilitation centers, colleges, and universities. Before accessing Vocational Rehabilitation funds for educationally related expenses, the client must first access available comparable benefits for financial aid. Vocational Rehabilitation can also provide on-the-job training with employers and can sponsor work adjustment training in the community or in community rehabilitation programs. Transitional employment programs are another training resource.

3. **Transition.** Transition services are provided that promote or facilitate the accomplishment of long-term rehabilitation goals and intermediate rehabilitation objectives. The definition of transition services in the Rehabilitation Act Amendments of 1992 duplicates the one included in IDEA. The 1992 amendments require that VR coordinate with school systems to ensure that students with disabilities will receive needed services upon exit from high school.

4. **Work Related Needs.** Payments for work related expenses including occupational licenses, tools, equipments, uniforms/appropriate clothes, and initial stocks/supplies can be provided.

5. **Transportation.** Transportation in connection with the rendering of any vocational rehabilitation service can be arranged.

6. **Assistive Technology.** Assistive technology services include telecommunications, sensory, and other technological aids and devices.

7. **Referral Services.** Vocational Rehabilitation can assist with referral to other service providers designed to assist individuals with disabilities in securing needed services.

8. **Rehabilitation Engineering.** Rehabilitation engineering is the planned application of technology to assist individuals with disabilities in overcoming barriers to independent living and employment. Engineers can provide; (1) evaluation and assessment services (client, environment and equipment); (2) technical services (information about technology, modification, adaptation, and prototype development); and, (3) follow-up.

9. **Job Placement Services.** Labor market surveys, job task analyses, and job development can be provided as part of job placement services.

10. **Supported Employment.** Supported employment is available to those individuals who are most severely disabled and who require long term support in order to maintain employment. Traditionally, Vocational Rehabilitation closes a case when a client has had 90 days of successful employment. Through supported employment an individual can receive a longer training period and follow-along services.

Supported Employment

The addition of supported employment to the services provided by Vocational Rehabilitation agencies was an effort to make the changes needed to increase program effectiveness and flexibility for those individuals with severe disabilities. Vocational Rehabilitation's traditional approach to job placement had not met the needs of persons who required ongoing support to maintain employment. Supported employment combines VR time limited services with the services of other agencies. Supported employment was defined in the Rehabilitation Act of 1992 as:

> *"Competitive employment in an integrated setting, with on-going support services for individuals with severe handicaps for whom competitive employment has not traditionally occurred, has been interrupted or intermittent as a result of severe handicaps or transitional employment for persons with chronic mental illness."*

Key concepts as defined in Supported Employment Infolines (1997) included in the federal definition of supported employment are:

- **Most Severely Disabled.** An individual shall be eligible to receive supported employment if he or she is determined to be an individual with the most severe disabilities. These are individuals who have not worked competitively or who have a history of interrupted or intermittent competitive employment.

- **Integrated Settings.** A setting in which an eligible individual interacts with non-disabled persons, excluding service providers, to the same extent that a non-disabled worker in a comparable position interacts with others. The emphasis is on interaction.

- **Competitive Work.** Employment must provide full-time or part-time work. Hourly goals for weekly employment are determined on an individual basis. Competitive employment outcomes are limited to those in which individuals earn at least minimum wage. When individuals are in settings earning less than minimum wage under section 14(c) of the Fair Labor Standards Act they are not considered to be competitively employed. Only if an individual is earning minimum wage at the end of the training phase, can the placement be considered a competitive, supported employment outcome.

- **On-going Support.** The individual must be provided the needed and appropriate supports, such as job site training, transportation, family support, or any service necessary to achieve and maintain the supported employment placement, throughout the term of employment. Ongoing support must include, at a minimum, twice monthly contacts with the supported employee at the work site, to access job stability, unless it is determined that off-site monitoring is more appropriate for a particular individual. Off-site monitoring must consist of at least two face-to-face meetings with the individual and one employer contact monthly. Individuals may choose to waiver the on-going support, if they feel they do not need this type of long term follow-up.

- **Extended Services.** Extended services are ongoing support services provided once the time limited vocational rehabilitation services are completed and consist of the provision of specific services needed to maintain the supported employment placement. Extended services are not funded through Vocational Rehabilitation and, therefore, must have another funding source. These sources include ADVP, CAP-MR, private pay, and medicaid reimbursement. The provider of extended services must be identified in a client's IWRP.

In the area of supported employment, Vocational Rehabilitation considers services such as training site development, on the job site training (250 hours), and supported employment supplementary evaluations (85 hours) as part of the intensive training phase, which is the portion of supported employment funded with VR funds. The hourly guidelines indicated in the parenthesis for job site training and supported employment supplementary evaluations are flexible and based upon individual needs.

Supported employment services are delivered through a contract arrangement between Vocational Rehabilitation and another agency such as a Community Rehabilitation program, an Adult Day Vocational Program (ADVP) or a private employment agency. The actual supported employment services are delivered by a job coach (sometimes called an Employment Specialist). A job coach oversees job placement, job site training, advocacy, and ongoing monitoring. Follow-up services may or may not be provided by the job coach. In some cases, follow-up services are provided by a case-manager, in coordination with the job coach or a community resource trainer. Supported employment is typically provided through one of several models.

Supported Employment Models

- **Job Coach Model.** In the Job Coach model, an individual works in a competitive employment setting. Initial training is provided through one-to-one instruction by a job coach. Following training, the job coach (or another paraprofessional) is available along with other sources of long-term support for monitoring and follow-up services. The individual earns competitive wages. This model of supported employment usually results in the highest wages.

- **Enclaves/Workstations.** In the Enclave model a small group (no more than 8) of individuals with disabilities work in an integrated setting within a business or industry. The enclave is supervised by a specially trained supervisor (job coach).

- **Mobile Work Crews.** A mobile work crew is organized around a single purpose business (e.g. custodial service, groundskeeping service). A small group (no more than 8) moves about the community performing work for local businesses. The mobile work crew is supervised by a job coach. This type of supported employment model is often operated out of a community rehabilitation agency. Usually the wages are lower in this model than in enclaves or individual placements, but the model does allow for the accommodation of individuals of varying abilities.

- **Entrepreneurial Model.** The entrepreneurial model (also called the small business model) provides employment to individuals with disabilities through the establishment of a small business. The business is staffed by individuals with and without disabilities.

As part of the North Carolina Youth With Disabilities Transition Project, an Employment Training Specialist (ETS) has been located in several of the regional vocational rehabilitation offices. The Employment Training Specialist provides job coaching services to youth with disabilities, who are in need of short-term job coaching and who do not require long-term follow-up (which is required with supported employment). The Employment Training Specialist analyzes potential jobs, determines job matches, and instructs the student in the skills required to perform the job. As of March 1997, 419 students had been served and 235 had been successfully employed.

Although Vocational Rehabilitation strives to ensure quality services in a manner that is consumer-friendly, there are times when applicants or clients will not agree with the decisions made by the Vocational Rehabilitation counselor. Vocational Rehabilitation offers a Client Assistance Program to provide information, investigate concerns, and help dissatisfied applicants/clients with the appeals process. The appeals process ensures informal and formal due process procedures. Anyone seeking an appeal should write a letter to the appropriate regional Vocational Rehabilitation Director explaining the problem. Informal hearings are held within 15 days and formal hearings are held within 45 days of receipt of the letter requesting an appeal. Applicants receive information regarding the Client Assistance Program at the time of application.

COMMUNITY REHABILITATION AGENCIES

While supported employment has changed today's "gold standard" of employment for individuals with disabilities, historically access to real jobs was viewed as a result of a continuum of sheltered settings through which persons with disabilities (particularly those with the most severe disabilities) were expected to move. The continuum began at the time a student exited school and for the majority of individuals ended at retirement age. The flow through this continuum was supposed to result in employment, however, due to a train-place philosophy with its' corresponding readiness assumption, well-meaning professionals believed that individuals had "to be ready" to go to work and unfortunately many individuals with disabilities never met the arbitrary standards and expectations set forth for "earning" the right to work.

According to Bellamy, Rhodes, Mank, and Albin (1988), in years past individuals entering the continuum of sheltered work settings at graduation, and moving through the system at the average rate, would be 78 years old before "being ready" for competitive employment! Of course, today's community rehabilitation agencies are more progressive and have a philosophy aimed at increasing independence in all areas of adult living. Many now have a supported employment component which offers, not only job coaching services, but enclaves and mobile work crews. The three types of sheltered employment settings (although most programs are "mixed" rather than separate entities) are:

- **Day Activity Program (ANDAP - Adult Non-ambulatory Day Activity Program).** ANDAP programs offer day services to individuals who are not yet considered ready for competitive employment due to their severe to profound disabilities. The day program offered is usually a combination of activities of daily living training, vocational training, recreational activities, and therapy. Today, not many day activity programs exist as a separate entity. Most are included in day programs that offer a wider range of services to individuals with a wide range of disabilities.

- **Work Activity Programs (ADVP - Adult Day Vocational Program).** The goal of work activity programs is to provide organized developmental and vocational activities for adults with substantial mental retardation and/or mental illness in order to prepare the individual to live and work as independently as possible. On the continuum of sheltered employment settings, the work activity program is one-step up from the day activity program. Within this type of sheltered setting, the typical client-staff ratio is 1:10. Some clients receive one-on-one supervision through funds provided by Thomas S., Community-Alternative Programs (CAP-MR/DD) or Client Behavior Intervention (CBI). Clients perform work obtained through contracts with industry, prime manufacturing, and/or reclamation/renovation. Clients receive pay under a Sub-Minimum Wage Certificate based on their quantity and quality of work. Services and activities provided (in addition to paid/remunerative work) include personal and community living skill development, training in all developmental areas, use of leisure time, vocational evaluation/adjustment, and work activity training. The amount of time spent on these various activities is based upon the client's individual needs. These programs are usually contract agencies of the local mental health services, receiving their funding from mental health, profits on products/goods produced, United Way, private pay, and Vocational Rehabilitation.

- **Community Rehabilitation Programs (formerly referred to as Sheltered Workshops).** Community Rehabilitation programs offer employment to individuals who because of their disability are not employed in a competitive job. As in work activity programs the work performed is obtained through contracts with industry, prime manufacturing, and/or reclamation/renovation. Clients are paid under a Sub-minimum Wage Certificate (FLSA) based on their quality and quantity of work. Clients are evaluated regularly and given raises based on their productivity. One goal of Community Rehabilitation programs is to provide vocational training for clients to assist them with obtaining competitive employment at some point in the future. Community Rehabilitation programs are funded through state, federal and private funds and are used to provide extended vocational evaluations and assessment of Vocational Rehabilitation clients or potential clients.

MENTAL HEALTH

There are 41 Area Mental Health agencies in North Carolina providing Mental Health, Developmental Disabilities, and Substance Abuse Services (DMH/DD/SAS). In some counties, a single Mental Health agency serves an entire county, in other areas several counties are served by a single Mental Health agency. The North Carolina Division of MH/DD/SAS sets minimal standards and policies, allocates funds and monitors compliance issues, but each local agency is governed by an Area Board who are responsible for setting local policy and funding priorities. Local Mental Health agencies are usually organized in one of two ways; (1) by the Divisions of Mental Health, Developmental Disabilities, and Substance Abuse services; or (2) by the areas of Intake, Short Term Services and Long Term Services. In order to refer students for any of the services offered by mental health, a referral must be made to the local agency. For services not involving day placement or residential needs (e.g. counseling, case management) the referral is usually made to an Intake Counselor. If this referral is made by school personnel, rather than by the individual or parent(s), the appropriate release of information forms should be completed prior to making the referral. When making a referral, have all the student's personal information readily available and a clear description of the student's needs. Once the referral is made, an intake conference will be scheduled and the service delivery process will begin. It is helpful if school personnel familiar with the student can accompany the student and his or her parent(s) to the intake conference.

Single Portal

If an individual is in need of 24 hour MR/DD services or any ongoing service more than 3 consecutive hours in duration, he or she will need to go through the Single Portal process to obtain services. Single Portal is a legislatively mandated, person-centered, review procedure for all individuals entering and exiting day/night and residential services. The purpose of Single Portal is to ensure the coordinated, appropriate, and timely delivery of services. Each area Mental Health agency has a Single Portal Interagency committee which is responsible for reviewing the needs of individuals presented to the committee for services and assisting in making recommendations for services. The Single Portal process is designed to determine the level of needed services, track the delivery of services to clients, develop waiting lists for needed services, and prevent duplication of services. The Single Portal committee is composed of representatives from local/regional agencies serving persons with mental retardation/developmental disabilities. These agencies can include: the Department of Social Services, the Developmental Evaluation Center, providers of Residential Services, Vocational Rehabilitation, Community Rehabilitation agencies, the public schools, Developmental Day Centers, advocacy programs, the county health department, the Regional Mental Retardation Center and representatives of the Mental Health agency.

All decisions made by the Single Portal committee and it's subcommittees should be person-centered. According to G.S. 143B-147, section .0402, a person-centered model means:

> *"an approach to planning services for a individual (client) with developmental disabilities based on the individual's (client's) needs, in order to help an individual (client) make choices and decisions, and respect those decisions."*

In practice, several outcomes may result from referring an individual to the Single Portal Interagency committee.

1. The individual may be approved for a service that meets his or her needs/desires and of which he or she approves.
2. The individual may receive several recommendations for services that meet his or her needs/desires and must make a choice between the offered services.
3. The individual may be placed on a waiting list because no services exist that meet his or her specific needs/desires and the client is not interested in other options.
4. The individual is determined eligible for the most appropriate available service option, but decides to remain on a waiting list for a better service (Tara Larson, 1996).

The Single Portal process can be incorporated into a local school system's transition process in a variety of ways. For example; (1) the School Level Transition Team can serve as a subcommittee of the Single Portal Interagency committee; (2) school representatives can serve on the various Single Portal subcommittees (e.g. CAP -MR/DD, residential, ADVP); and (3) school representatives can serve on the Single Portal Interagency committee. In addition, the mental health representative on the School Level Transition team should be familiar with the Single Portal process and serve as a source of information and as a liaison. For students needing residential services and day programs after graduation, a referral to the Single Portal committee must be a part of the transition process.

Mental Health services may be cross-disability, disability specific or age specific. Since the CAP-MR/DD and case management services are the most relevant to individuals with disabilities during the transition process, those services will be the focus of the following sections.

Community Alternative Program For Persons With Mental Retardation/Developmental Disabilities (CAP-MR/DD)

The Community Alternatives Program for Persons with Mental Retardation /Developmental Disabilities (CAP-MR/DD) is a special Medicaid waiver program that was started in 1983. It is designed to provide community-based services to individuals of all ages with a diagnosis of mental retardation/developmental disabilities, who would otherwise require care in an Intermediate Care Facility for persons with mental retardation/developmental disabilities (ICF-MR). It allows individuals the opportunity to be served in the community, instead of residing in an institution. CAP-MR/DD operates under a Medicaid Home and Community-Based Services waiver granted by the Health Care Financing Administration (HCFA). Each state has some type of home and community-based services waiver program, although each state administers the program differently. In North Carolina there were 4,101 allocations (slots) during the 1996-1997 fiscal year.

The CAP-MR/DD services branch in the Division of MH/DD/SAS administers the CAP-MR/DD program, and the state Medicaid agency (the Division of Medical Assistance) provides oversight for Medicaid and waiver issues. Each Area Mental Health agency is responsible for local operation. CAP-MR/DD can serve any person of any age who; (1) meets the appropriate Medicaid eligibility criteria; (2) needs ICF-MR level care; (3) wants to receive CAP-MR/DD services; and (4) can be maintained in the community through the resources available at a cost within the current CAP-MR/DD cost limit (as of July 1, 1996 this limit was $5561.00 per month). All CAP-MR/DD clients must be at risk for institutionalization.

Each year the HCFA allows each state to serve a certain number of individuals. In turn, each area program is allotted a set number of "slots" (usually based on a percentage of the local program's waiting list for CAP-MR/DD services).

During the year, an area program may obtain additional slots for emergency situations.

In order to refer an individual for CAP-MR/DD services, the Single Portal Chairperson at the local mental health agency should be contacted. All individuals seeking CAP-MR/DD services must be referred through the Single Portal Interagency committee. Several areas including habilitation, communication, independent living, required level of supervision, medical needs, behavior, family home dynamics, appropriateness for community services, and danger of institutionalization are considered when determining eligibility and priority for CAP-MR/DD services. Once an individual is deemed eligible for CAP-MR/DD services and receives a CAP-MR/DD slot, a case manager is assigned (each CAP-MR/DD case manager usually serves 10 - 12 clients). After a slot is received an individual plan of care is developed based on documented client needs. Services are approved for a one year period, with the individual plan of care being reviewed on an annual basis (on the client's birthdate). At the annual review, if it is determined that an individual is still in need of services, the CAP-MR/DD slot is continued. In addition to case management services a variety of other services can be provided based upon the individual's needs. These services must be provided outside of school hours if the individual is enrolled in school on a regular basis. Possible CAP-MR/DD services include:

- Adult Day Health Care and Adult Day Care
- Augmentative Communication Devices (limited to $10,000)
- CAP-MR/DD Waiver Supplies and Equipment (adaptive positioning devices, mobility aids, aids for daily living from approved list and nutritional supplements given orally)
- Crisis Stabilization
- Supported Living Services
- Environmental Accessibility Adaptations (from approved list)
- Vehicle Adaptations
- In-Home Aide Services - Level 1
- MR Personal Care
- Personal Emergency Response System
- Personal Habilitation Services (Community Inclusion, Developmental Day Care, Family Training, Prevocational Services, Supported Employment).

- Respite Care
- Supported Employment

Individuals receiving CAP-MR/DD services are also eligible for medicaid services, including durable medical equipment (DME), home health aide services, medical supplies, nursing (LPN and RN), occupational therapy, speech therapy, physical therapy, prescriptions, doctor's visits, dental services, and vision services. Participation in the CAP-MR/DD program results in several financial benefits; (1) the income and resources of parent(s) or a spouse is considered similar to the way they are considered when a person is in an ICF-MR facility; (2) there are no monthly limits or co-payments on doctor visits and prescriptions; and (3) deductibles are met monthly instead of every six months, resulting in some medicaid coverage each month.

The CAP-MR/DD program can assist in providing the services needed to prepare students for successful transition from school to adult life and can also provide many of the services students with severe disabilities need after graduation. For example, a student who has a CAP-MR/DD slot can receive training in the community to reinforce the skills being taught at school. This training can occur in employment settings if the need for training is behavioral/social/habilitative in nature. CAP-MR/DD funds can also cover the cost of day services and supported employment after graduation. School staff should consider the need for CAP-MR/DD services during the transition years and make referrals when needed. Students receiving CAP-MR/DD services and those who will receive the services after graduation, should have a CAP-MR/DD representative involved in their transition planning meetings. Creative planning and innovative development of individual care plans can result in many transition needs being addressed.

Case Management Services

Individuals receiving services through the Developmental Disabilities Division of the local Mental Health agency are assigned a case manager. Case management is a support service through which planning and coordination of services is carried out in coordination with, and on behalf of the individual. The case manager strives to integrate multiple services needed or being received by a client through the area program and/or other agencies. Through case management, a mental health client (and the family) is assisted in activities such as transportation, advocacy, planning, making referrals, obtaining evaluations, and obtaining needed medical, vocational, residential, health, social and financial services. Specific services that Area Mental Health agencies directly or indirectly provide or that case managers can assist in securing include:

> **Respite Services.** Respite services provide temporary care for a person with mental retardation/developmental disabilities when family members need relief. Respite can be provided overnight, for several days or for periods less than 24 hours. Respite services are delivered either in a designated facility or in the home (either the individual's private home or the home of the respite care provider). Also, respite care may be provided in the five regional mental retardation centers upon referral by the area program.
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> **Client Behavior Intervention (CBI).** CBI is a medicaid funded program which provides community training to children (ages 6 and above) and adults with an Axis I diagnosis (mental illness). It is targeted to both adults and children who because of documented functional and/or behavioral deficits related to a mental illness or substance abuse diagnosis are at risk of intensified disability and/or inability to live successfully in the community. CBI is considered periodic services (not to last indefinitely) needed to fulfill a specific goal and is provided by paraprofessional staff who are supervised by any Qualified Professional. CBI services can be delivered on a school campus during school hours. Medicaid will reimburse for up to 8 hours per day. Some of the services that can be funded by CBI include supportive counseling, teaching specific skills and behaviors, therapeutic activities, application of behavioral interventions, conflict resolution, staff support for client directed activities, tolerance training, monitoring medical care, and support for assessing services.
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> **High Risk Intervention-Periodic (HRI-Periodic).** High Risk Intervention-Periodic is a service provided to youth under the age of 21 who are at high risk for developing mental health, substance abuse, or developmental problems or at risk for their problems intensifying. The high risk can be determined due to home situations or early symptoms of potential problems (e.g. Developmental Disability diagnoses, maternal age of less than 15, parental

mental illness, substance abuse or developmental disability, suspected abuse or neglect, unstable home setting, out-of-home placement, multiple contacts with the Division of Youth Services, Department of Social Services custody or school adjustment problems). For children under 6 years of age, services can be provided by either paraprofessionals or professionals. After the age of 6, services must be provided by professional staff. The services that can be provided through HRI funds are similar to those for CBI. Services can be provided at any location and can be funded for up to 8 hours per day.

Residential Services. Residential services include a wide range of living arrangements for persons with mental retardation or developmental disabilities. These services can include group homes for adults with developmental disabilities (DDA group homes), small group living (2-3 people) with staff supervision, ICF/MR group homes (9 or fewer), transitional apartments, alternative family living, specialized foster care, mentor arrangements, home ownership, specialized community residential centers for children, Intermediate Care Facilities for the Mentally Retarded (ICF-MR), apartment living (with varying degrees of supervision), boarding homes, and state mental retardation centers.

Assistance in obtaining guardianship. Guardianship is a legal proceeding in which an adult is declared incompetent by the court and someone (or in some cases an agency) is given the responsibility for the person's personal affairs and/or property. Persons 18 years or older are viewed as competent adults who are able to make their own decisions unless they are adjudicated incompetent. There are different types of guardianship based on an individual's level of need (Guardian of Person, Guardian of Estate, or General Guardian). Anyone can file a petition for adjudication of incompetency, no lawyer is needed. A multi-disciplinary evaluation will be conducted. After the completion of the evaluation, the Clerk of Court will hold a hearing to determine competency. After a person is determined to be incompetent, a petition must be filed with the Clerk of Court in which the person resides or where the individual owns property in order to have a guardian appointed. There are small fees for filing petitions for adjudication of incompetency and/or guardianship. Case workers from both Mental Health and the Adult Services Division of the Department of Social Services can assist parents with the guardianship process (North Carolina Department of Human Resources, 1985).

Crisis Intervention. Services delivered for the purpose of crisis intervention can be Facility-Based or In-Home.

Vocational Services. Vocational services can include work adjustment training, Adult Developmental Vocational Programs, habilitation training, supported employment, volunteerism, enclaves/mobile work crews, and sheltered employment. These services will vary among local mental health authorities.

Transportation. Transportation can be provided by case managers or through a contract arrangement with a specialized transportation agency for services being provided directly by the mental health agency or medical appointments.

Emergency Commitments. Mental Health can assist in obtaining emergency commitments to the psychiatric wards at local hospitals and the state psychiatric hospitals for individuals experiencing a mental illness crisis requiring immediate assistance.

Early Intervention Services. Mental Health agencies either directly or indirectly provide services for children birth to three years of age. These services consist of family counseling, case management, physical therapy, speech therapy, diagnostic services, transportation, etc.

Counseling. A wide range of counseling services are provided by licensed therapists for individuals with developmental disabilities, mental illness, and their families.

Medication Prescription and Monitoring. Mental Health can diagnose conditions requiring medication, prescribe medication, and provide the necessary monitoring.

Advocacy Services. Case managers can assist in situations where a client and/or their families needs assistance in problem-solving and obtaining services. Case managers are trained in both advocacy techniques and in assisting a client in developing self-advocacy skills.

Evaluation/Assessment. Mental Health employs licensed psychologists who can conduct evaluations and assessments in a number of areas. Physicians at Mental Health can conduct assessments related to mental illness.

Programmatic/Consumer Consultation. Mental Health staff are knowledgeable in a wide variety of areas related to developmental disabilities, mental illness and substance abuse. Staff are available to provide their clients and other agencies with information, advice, and suggestions.

Since many of the services that special education students will need after graduation come under the auspices of mental health, this agency should play a leading role in planning and delivering transition services. School personnel should ensure that students are "plugged into" the mental health system prior to graduation from high school. This process should begin several years prior to exiting school to prevent being placed on waiting lists at the time of graduation.

DEPARTMENT OF SOCIAL SERVICES

The Department of Social Services (DSS) can assist with several transition related activities through their various divisions. Case managers from the Adult Division can assist with residential placement in domiciliary care homes and guardianship. Case managers from the Child and Youth Division can assist with specialized foster care and other services related to the physical and emotional well-being of students under the age of 18. In addition, Work First services are accessed through DSS.

Work First

North Carolina's Work First program, designed to help welfare recipients become independent through education and employment, goes hand-in-hand with the goals of transition. Transition staff working with young mothers of transition age who are receiving Aid For Dependent Children (AFDC) and other financial assistance, should work closely with the caseworkers from the local Department of Social Services, to ensure the coordination of post-graduate educational and employment services. There are several benefits (overseen by DSS), that can help low income individuals with disabilities move from dependence to independence.

- Case managers can provide assistance with placement, training, and arranging transportation to a job.

- Transitional medicaid allows family health coverage for up to one year after parents get off welfare due to employment.

- Since medicaid eligibility is based on income, children may still be able to receive medicaid benefits even if both parents work, have a house, a car, and a savings account. Even a family with some health insurance may still receive medicaid for the children.

- Transitional child care assists with child care expenses (for the child care arrangement of the parent's choice) for up to one year after the parent(s) gets off welfare due to employment. After one year, assistance may still be available based on income eligibility.

- Parents who get off welfare due to employment may still receive some assistance through the food stamp program.

- Low income families who work can get more take home pay through the Earned Income Tax Credit (EITC) or they can get all the extra EITC money when they file their tax return. EITC money is not counted as income for medicaid, AFDC, food stamps, SSI or housing assistance.

- Low income families can receive free assistance in completing their tax returns (Cleveland County Department of Social Services, 1995).

Many young mothers are fearful of working because of losing benefits for themselves and their child(ren). By working closely with personnel from the Department of Social Services, school transition staff can ensure that students use all the resources available to them within the system to their fullest. Because of this it is important that the Department of Social Services be represented on interagency transition teams and that individual caseworkers attend planning meetings for students on their caseload. Both the schools and the Department of Social Services have the same goal -- independence through employment and education!

COMMUNITY COLLEGES

The North Carolina Community College system was created in 1963 and is now comprised of 58 institutions. Community colleges maintain an open-door policy, making post-secondary education a viable option for many North Carolinians. Community colleges provide educational services and programs to adults who are high school graduates and also to those individuals beyond the compulsory age limit for public school, who have left the public school system. Within the general programs, a wide variety of affordable educational options are provided for students with special needs. The community colleges work closely with local high schools through Tech-Prep (discussed further in Chapter 7). Some community colleges also offer study skills classes taught on the campuses of local high schools, assist with drop-out prevention programs, and provide teen pregnancy programs. Community colleges also provide an array of services for students with special needs including career counseling, vocational courses, literacy labs, placement tests, special modifications, adaptive equipment, Adult Basic Education (ABE), General Education Diploma programs, and Compensatory Education. The following sections discuss the GED and Compensatory Education programs in greater detail.

General Education Diploma (GED)

Community Colleges administer the General Education Diploma programs. The GED tests focus on five areas; (1) Writing skills; (2) Social Studies; (3) Science; (4) Literature and the Arts; and (5) Mathematics. The tests are designed in a manner that requires an individual to use general knowledge and thinking skills. The GED tests last 7 hours and 45 minutes. Each of the five tests are scored on a range of 20 to 80. If the tests are completed successfully, a credential equivalent to a high school diploma is awarded. High school credit earned by taking the GED tests now account for one of every eight high school diplomas awarded annually in the United States. Recently (1997), the American Council on Education set new standards for the GED certificate. It is estimated that only 66% of those completing the program will meet these new standards. Previously, the minimum standard for the GED was one which was met by 75% of those completing the program. The former provision allowing people who scored lower in one area of the test to compensate with higher scores in another has been eliminated.

Approximately seven percent of those taking the GED test report having a disability. For individuals with disabilities, The American Council on Education which develops and administers the GED tests, operates a national toll-free number, 1-800-62-MY-GED (1-800-626-9433). The operators answering the 800 number will send out GED Information Bulletins and the GED disability brochure to callers who specify that they have a disability. The operators will also refer callers to GED centers and their local adult education program to answer questions concerning testing procedures for individuals with disabilities (Parents Let's Unite for Kids News, 1992).

Compensatory Education

One program administered by the North Carolina community college system which is specifically for adults with mental retardation is Compensatory Education. In 1983, Compensatory Education programs were established through the community college system, as part of a settlement of litigation by the Arc of North Carolina against the state of North Carolina on behalf of North Carolina citizens with mental retardation who had not been provided an adequate basic public education. Compensatory Education is designed specifically for adults with mental retardation or for people who have sustained a traumatic brain injury (ages 18 and older), to provide them with the academic skills they need to function as independently as possible in the adult world. The focus of the program is to increase productivity, employment and self-sufficiency. The Compensatory Education curriculum consists of language, math, social science, community living, consumer education, health, and vocational education. Classes are held on site in various community agencies (e.g. mental health center, community rehabilitation agencies, schools) or on the college campus. Classes can meet up to six hours per day and can continue indefinitely. The Community College provides teachers and assistants. Assistants are also provided through CAP-MR/DD and ADVP funds. There is no charge for Compensatory Education classes because the full cost of tuition is funded by the state of North Carolina. Compensatory Education classes can provide a post-secondary education option for some students with disabilities.

School transition staff should ensure the inclusion of a community college representative on the interagency transition team in order to obtain information relevant to meeting the transition needs of students. Students with disabilities seeking post-secondary education, should be given the opportunity, prior to graduation from high school, to explore the full range of services provided by their local community college. Appropriate transition activities in this area include, assistance in completing applications, campus tours, meetings with counselors, visits to classes, assistance in obtaining financial aid, and career planning. Post-secondary education at four-year educational institutions will be discussed in Chapter 7.

WORKFORCE DEVELOPMENT BOARDS

The Job Training And Partnership Act (JTPA)

The Job Training and Partnership Act (JTPA) of 1982 (PL 97-300) replaced the Comprehensive Employment and Training Act (CETA). It was authorized to:

> *"...Prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependence, thereby improving the quality of the work force and enhancing the productivity and competitiveness of the nation."* (Public Law 97-300, as amended on 9-7-92; Title I, Section 2).

The general goals of the Job Training Partnership Act are; 1) job placement; (2) employment retention; 3) increased earnings; 4) reduction in the number of welfare recipients; 5) educational achievement and retention; and 6) employability enhancement. Sixty-five percent of the individuals served through JTPA services must fall within one of the following categories:

ADULTS (Ages 22+ **and** economically disadvantaged): individuals with basic skills deficiencies, school drop-outs, welfare recipients, offenders, individuals with disabilities, individuals who are homeless, and individuals who receive food stamps.

YOUTH - IN SCHOOL (Ages 16 - 21 **and** economically disadvantaged): individuals with basic skills deficiencies, those who are one or more grade levels behind their peers, individuals who are pregnant/parenting, individuals with disabilities, individuals who are homeless, runaways, offenders, and individuals who receive food stamps.

YOUTH - OUT OF SCHOOL (Ages 16 - 21 **and** economically disadvantaged): individuals with basic skills deficiencies, school dropouts, individuals who are pregnant/parenting, individuals with disabilities, individuals who are homeless, runaways, offenders, and individuals who receive food stamps.

DISLOCATED WORKERS (not age dependent): individuals who have been displaced in their employment due to a plant closing or significant lay-off.

The Job Training Partnership Act requires states to establish service delivery areas (SDAs) consisting of areas with a population of 200,000 or more. Workforce Development Boards (formerly referred to as Private Industry Councils) are appointed by local elected officials to plan job training and employment service programs for each service delivery area. Private sector involvement is strongly emphasized in the composition of the Workforce Development Board and in the services provided through the Job Training Partnership Act. Workforce Development Boards consist of representatives from the private sector (51%), educational agencies, organized labor, community-based organizations, vocational rehabilitation agencies, public assistance agencies, economic development agencies, and public employment services. Following are descriptions of services typically provided through JTPA.

JTPA Services

Vocational Assessment	Assessments and evaluations are conducted to determine participant's interests and aptitudes.
Employability Counseling	Participants are assisted in determining training and career goals.
Educational Training	Educational training involves a variety of educational programs aimed at providing life skills training, job seeking skills, job retention skills, remediation, basic education, and English as a second language.
Workfirst	Involves the assignment of a JTPA staff member at the local Department of Social Services to provide job readiness classes and assist with the transition from welfare to independence.
On-The-Job Training	Involves a contractual arrangement between the Workforce Development Board and local employers, whereby the employer is paid up to 1/2 of a JTPA participant's hourly wage for training up to six months with the goal being unsubsidized employment at the completion of the on-the-job-training.
Service Corps	A program combining education, work experience, and job placement activities to young adults, ages 18 - 23 years of age. Youth provide services to local non-profit governmental organizations within the service delivery area, combined with educational classes.
Summer Youth	Services are provided through the schools and other nonprofit agencies to youth

during the summer in the form of academic remediation classes and actual paid job experiences.

Youth Internships	A program designed to assist youth (16 - 21 years of age) with transition from school to work. Youth enter paid internships while continuing their education at the high school or community college. The goal is to move from entry level wages to career status.

Through the Job Training Partnership Act, a variety of employment services continue to be provided despite recent federal cutbacks. In some service delivery areas, JTPA funds have been used to assist with providing payment to students in various vocational training experiences including on-campus jobs and job shadowing.

One-Stop Career Centers

Recent Workforce Development reform has focused on the consolidation of job-related programs, establishment of one-stop career centers, and a reduction of the federal role in job training. Changes are occurring due to pending block grants, a decrease in funding levels for employability services, and a desire to make services more customer friendly. Executive Order, No. 90 signed by Governor Hunt on December 5, 1995 called for the establishment of local or regional Workforce Development Boards to oversee all programs under JTPA and North Carolina's Career Center system. The North Carolina JobLink Career Center system will be the organizing vehicle for creating a Workforce Development system that is customized to the local labor market needs but is part of a larger state and national system focused on customer demand. Changes will involve co-location of staff, common intake, seamless service provision, and service integration. Career Centers will have a common logo and provide a wide range of employment, training, and education services. The goals of the North Carolina JobLink Career Center system cover a number of areas including:

1. to provide access to career and labor market information, placement services, and training services to customers and employers;
2. to integrate services by offering a common core of information and/or on-site services at all centers with access to all services/programs of the key agency partners:

    - Employment Security Commission
    - Social Services (Work First)
    - Public Schools (Job Ready)
    - JTPA
    - Vocational Rehabilitation
    - Community Colleges

3. to provide customers with easy access to a common point of intake (common forms and procedures), assessment, employability planning, advocacy, and follow-up in a manner that is not self-serving to any one agency. Customers will receive needed services, regardless of which agency provides the services. Services range from self-service to intensive;
4. to decrease the categorization of services;
5. to require agencies to adjust services to meet customer needs;
6. to integrate previously separate and independent functions into a holistic structure of service delivery;
7. to provide individualized customer assessment;
8. to use case managers who are customer-attached rather than agency-attached who will see customers through the system;
9. to provide a common system of job referral and placement that employers can easily access;
10. to provide an ongoing employability planning process leading to a final employment goal;
11. to utilize common definitions, tracking criteria, goals, and measures across multiple programs along with the electronic sharing of information across service providers; and
12. to develop and implement a unified community plan (Robertson, 1996).

Several counties (20+) in North Carolina have received planning and/or implementation grants for the development of One-Stop Career Centers. The One-Stop Centers will allow an individual seeking employment-related services to go to one place where he or she will be able to access the various services from a variety of agencies. There will be one intake procedure, one set of eligibility criteria, and generic case managers whose job will be to obtain the proper services for their clients. No longer will an individual have to go to several agencies, completing different application forms, going through different intake conferences, and meeting different requirements. By going to a One-Stop Career Center, an individual could access the services of Vocational Rehabilitation, the Employment Security Commission, Work First, Job Ready, JTPA, and/or any other employment-related agency.

On October 2, 1996, the State Auditor issued a report entitled, "Review of Workforce Development Programs in North Carolina" which included the following recommendation:

> *"The General Assembly should consider the consolidation of federal and state funded Workforce Development programs and activities. This consolidation should result in a single agency consisting of the Employment Security Commission and other Workforce Development agencies, divisions and programs. This agency should be comprised of, at a minimum, the following entities: the Governor's Commission on Workforce Preparedness, the Employment Security Commission, the Division of Employment and Training, the Work First program, the Food Stamp Employment and Training Program, the Job Corps Outreach and Recruitment Program, and the Division of Vocational Rehabilitation. Close coordination and cooperation should be given to the consolidated agency by other agencies such as the Department of Public Instruction, the Department of Community Colleges, the Department of Labor, the University of North Carolina system, the Native American Employment Program, and the Economic Development Board. Major functions of the consolidated agency should be planning and policy development, administration and operations management, monitoring and evaluation of Workforce Development programs, and coordination of Workforce Development programs with economic development activities."*

During this evolution period, it is important that public school personnel responsible for transition activities, stay informed about Workforce Development reform to ensure that students have access to all available services. In addition, transition teams should have proper representation from these new consolidated agencies.

SOCIAL SECURITY ADMINISTRATION

The Social Security Administration (SSA) provides cash benefits to persons unable to work because of age, disability, or injury. The two types of supplemental benefits designated for persons with disabilities are Supplemental Security Income

(SSI) and Social Security Disability Insurance (SSDI). SSI pays benefits to persons who fall below a certain income/asset level. SSDI pays benefits to persons with disabilities who have paid into the Social Security system or, in the case of a disabled child, one who had a parent who paid into the Social Security system and is either eligible for benefits or deceased. (Ohio Coalition for the Education of Children with Disabilities and Project L.I.F.E., 1996).

Many students with disabilities receive Supplemental Security Income (SSI). Monthly benefits are paid to individuals (regardless of age) whose, *"disability or blindness is as severe as one that would keep an adult from working and is expected to last at least 12 months."* These monthly benefits can range from $1.00 to $484.00 (1997) depending on a variety of factors. As of January 1995, all individuals receiving SSI benefits are also eligible for medicaid benefits without going through a separate eligibility process. See Appendix U for a Desktop Guide To SSI Eligibility Requirements.

Some Key Points To Remember About SSI Benefits

- If the individual had a disability before reaching 22 years of age, he or she will likely be entitled to Social Security benefits when his or her parents die, reach retirement age, or become disabled. If the individual developed a disability after age 22, Social Security will be available only if he or she had a significant employment history before becoming disabled.

- If the individual has limited income and assets, he or she will likely be entitled to Supplemental Security Income benefits upon reaching age 18. It does not matter when the individual first became disabled. For lower-income families, children with disabilities under age 18 may also be eligible.

- Disability is defined in the same manner for SSI and SSDI programs -- a person is disabled if he or she is unable to engage in substantial gainful activity because of a mental or physical impairment that has lasted, or can be expected to last for at least 12 consecutive months or is expected to result in the person's death.

- Medicaid is a federally sponsored program, designed to pay medical expenses for low-income individuals. By federal law, Medicaid is required to cover at least the following services;
    - ○ necessary medical services provided by a physician;
    - ○ hospital or skilled nursing-facility care;
    - ○ home health-care services;
    - ○ outpatient or clinical services; and
    - ○ independent laboratory or X-ray services (Ohio Coalition for the Education of Children with Disabilities and Project L.I.F.E., 1996).

Recently, there have been several changes made to the Supplemental Security Income (SSI) program as part of the new welfare reform law (PL 104-193). The changes will result in some children (particularly those with less severe disabilities) losing SSI benefits and Medicaid. In the future, some children with disabilities will find it harder to qualify for benefits. The new law has eliminated the "individualized functional assessment" portion of the eligibility process and has established a new definition concerning disability:

> *"...A child is considered disabled if he or she has a medically determinable physical or mental impairment which results in marked and severe functional limitations, which can be expected to result in death, or which has lasted or can be expected to last for at least 12 months."*

All children who currently receive SSI benefits due to the "individualized functional assessment" will have their cases reviewed to determine if they meet the new disability definition. The Social Security Administration will also change the way it considers certain behavior problems. Parents of children who receive SSI benefits and whose cases had to be reviewed because of the new welfare law began to receive notices in January of 1997. SSI checks for children now receiving benefits will continue until at least July 1, 1997 (Heumann, 1997).

Social Security Work Incentives

When students begin to think about seeking employment after graduation, one of the questions that usually arises deals with the effect that competitive wages will have on SSI benefits. Work incentives are Social Security rules aimed at assisting people with disabilities, who receive social security benefits, in returning to work by minimizing the risk of losing their SSI and medicaid benefits. The Social Security Administration has several work incentive options that encourages people with disabilities to leave the government payrolls through employment. Educators must begin early to discuss these work incentives with parents and students to prevent misconceptions concerning the affect of competitive wages on social security benefits. Staff involved in employment related transition activities must also be aware of social security guidelines in order to prevent "paybacks" to the Social Security Administration by students who are involved in paid work experiences.

Types Of Work Incentives

Earned Income Exclusion
The first $65.00 of income plus one-half of the amount earned over $65.00 is not counted when calculating SSI benefits. In other words, after earning $65.00, an individual's SSI check is reduced by only one dollar for every two dollars earned.

Student Earned Income Exclusion
A full-time student under the age of 22 can earn up to $400.00 per month (gross) but less than $1,620 in one calendar year before a reduction in benefits occurs. This applies to students in the public schools, colleges/universities, vocational training courses, and even homebound students (under certain conditions).

Impairment-Related Work Expenses (IRWE)
A person with a disability who is working may deduct the cost of disability-related items and services needed to maintain employment, from the earned income used to calculate SSI payments. Reduced countable incomes can increase SSI or SSDI payments. In order for an item/service to be considered an impairment-related work expense, the individual must have paid for the

item/service with "out of pocket" funds (can not be reimbursed from another source such as insurance). Examples of IRWEs include; attendant care, medical devices, prosthesis, transportation costs, work-related equipment, routine drugs, diagnostic procedures, and residential modifications.

Plan For Achieving Self-Support (PASS)

A person with a disability who is employed may develop a plan to set aside (save) income/resources in order to achieve an occupational goal. Utilization of a PASS can allow the exclusion of earned and unearned income when calculating SSI benefits. Any funds set aside under a PASS are not counted when figuring SSI benefits. A PASS must be:

1. in writing and pre-approved by the Social Security Administration;
2. have an obtainable specific work goal;
3. designate the timeline for obtaining the goal (usually no longer than 48 months);
4. indicate income/resources that will be set aside and how they will be used; and
5. designate how income/resources used to obtain goal will be kept separate from other personal funds (i.e. savings account) (Social Security Administration, 1992).

Anyone can write a PASS (students, parents, teachers, VR counselors, etc.). Staff at the Social Security office will also provide assistance (See Appendix V for a copy of a PASS Form). When writing a PASS, there are several things that should be considered.

1. The Social Security Administration is required to take the needs of the individual into account when determining the time needed for completion of a PASS.
2. Achieving self-support is a gradual and ongoing process. A PASS's primary test of suitability is the potential for future higher earnings.
3. A PASS is considered achieved when the goal is reached and all debts related to goal completion have been paid.
4. A PASS does not have to be written for consecutive months. Months in which the PASS is not used are not counted toward the total month limit.
5. If extraordinary expensive items are included on a PASS, a justification should be included.
6. If an individual plans to "save" for a period of six months in which time no expenditures toward the occupational goal will be made, the PASS must be reviewed by the Social Security Administration to ensure

the individual's commitment to the goal and to verify the presence of the funds set aside for the accomplishment of the goal.

7. All funds set aside under the PASS must be spent prior to PASS completion to avoid paybacks (Social Security Administration, 1992).

Continued Medicaid Eligibility
In most cases, a person with a disability will be able to keep their medicaid while employed as long as they continue to be disabled even if SSI payments end due to the amount of earned income. SSA looks at each case individually.

Trial Work Period
SSI benefits for a person with a disability are not affected by earnings during a nine month trial work period. The nine months do not have to be consecutive but they must occur during a 60 month period.

Extended Period of Eligibility
After a successful trial work period, a person with a disability may continue to receive SSI for up to three years for any month in which their earnings fall below the substantial gainful activity (SGA) level.

A representative from Social Security can serve an important function in the interagency collaboration process. On the School Level Transition Team, the representative can provide information about work incentives to students who receive SSI benefits and who are also pursuing employment. The Social Security representative can serve as a liaison between their agency and the public schools and assist parents with issues surrounding social security benefits. A representative from the Social Security Administration on the Community Level Transition Team can assist other agencies in understanding the social security system and in staying abreast of changing regulations. The Social Security Administration should be a major partner in the transition planning process.

SCHOOL-BASED PREPARATION

Although the transition process will ultimately result in a student's successful integration into all phases of community life, many of the transition activities vital to community inclusion occur on the school campus. An effective transition program is comprised of a full menu of transition activities both on-campus and off-campus. Both components provide unique opportunities for obtaining the experiences that will ensure the comprehensive preparation of students for adult life. Many skills relevant to a variety of post-school outcomes can be developed through school-based activities such as functional academic instruction, social skill training, workforce development education, school factories, on-campus jobs, and instructional programs aimed at achieving a high school diploma.

Some students with disabilities will successfully complete the state requirements for an academic diploma. The graduation rate for students with disabilities has remained fairly stable, at about 41% over the last 5 years. However, as states continue to increase academic requirements for a high school diploma and move away from modified diplomas, this percentage may decrease (Council For Exceptional Children, 1997).

A portion of the population of students with disabilities, will require an alternative course of study focusing on the acquisition of functional, transferrable skills, through the completion of a functional course of study. Clark (1991) defined functional curriculum as *"instructional content that focuses on the concepts and skills needed by the students...in order to achieve life adjustment."* These concepts and skills are individually determined through functional assessment, and are targeted for current and future needs. The traditional structure of the typical high school has in many ways limited the alternatives for students with disabilities. High school programs that focus entirely on the single goal of achieving a diploma, without acknowledging the individual differences among all students including those with disabilities, will result in some students graduating without a high school diploma and without the skills they need to function independently in the community after graduation. For some students with disabilities, college will serve as a bridge between school and a future career, but for students who are not college bound and who have not had vocational training opportunities, the bridge between school and a future career is frequently unemployment (Wenrich, 1996).

The provision of appropriate educational programs for all students with disabilities will more than likely require restructuring of the service delivery system within the school. According to Smith and Puccini (1995) the traditional approaches to academics within the secondary program for students with disabilities have been:

1. **Remedial.** This approach is generally used with students who have learning disabilities, behavior-emotional handicaps, sensory impairments, and physical handicaps. The goal behind a remedial program is to improve basic academic skills aimed at ensuring successful inclusion in the regular education program. Usually, the instructional focus is on reading, math, and communication skills.

2. **Maintenance.** This approach is tutorial in nature. Emphasis is on providing direct and indirect support to students with disabilities who are in regular education classes. Students are provided with instruction in note-taking skills, study skills, test taking skills, and any other skills needed to be successful in the regular curriculum.

3. **Functional/Adult Outcomes.** This approach emphasizes the teaching of skills that have a high likelihood of being used in the community and independent life. Students are given opportunities to practice skills in the community. The goal is to prepare students to be productive and independent producers, citizens, employees, and consumers. (See Appendix W for a list of materials for teaching functional transition skills).

North Carolina Exit Documents

In North Carolina the exit documents offered to graduating students include a High School Diploma, a Certificate of Achievement, and a Graduation Certificate.

High School Diploma

In order to graduate with a **North Carolina High School Diploma,** students must successfully complete 20 course units in grades 9 - 12. These 20 units include: 4 units in English, 3 units in Mathematics (must include Algebra I), 3 units in Science (must include Biology and a Physical Science), 3 units in Social Studies (must include Government/Economics, U.S. History and World Studies), 1 unit in Health and Physical Education, and 6 units of electives and must demonstrate Level III proficiency on the 8th grade end-of-course test. Note: Beginning with the freshman class of 1998-1999, earth/environmental science courses will no longer meet the requirement for one unit in a physical science. The science requirements for the freshman class of 1998-1999 will include one unit in biology, one unit in a physical science elective, and one unit in an earth/environmental science elective (Johnson and Spooner, 10-30-97).

Any student who entered the ninth grade beginning with the 1994-1995 school year is subject to the new competency test and its requirements. Those students entering prior to 1994-1995 (regardless of the number of years required to complete state graduation requirements) are subject to the previous competency test.

Any student who entered the ninth grade beginning with the 1992-1993 school year is subject to the Algebra I requirement (unless exempted due to a learning disability). Any student who entered the ninth grade prior to 1992-1993 (regardless of the number of years required to comply with graduation requirements) is exempt from the Algebra I requirement (Johnson, Spooner, and Fabrizio, 8-30-96).

Certificate of Achievement

Students who complete the state and local graduation requirements, but who fail to reach Level III performance on the 8th grade end-of-course test, receive a **Certificate of Achievement**.

Graduation Certificate

Any student with an Individualized Education Program who does not meet the requirements for a high school diploma will receive a **Graduation Certificate** if they have completed 20 units by general subject areas and have successfully completed all IEP requirements (North Carolina State Board of Education, 1992 {updated in 1997}).

Students who are identified as learning disabled according to Section .1509(H) of the State Board Procedures Governing Programs and Services for Children with Special Needs and whose IEP contains a statement that the student experiences a learning disability in the area of math and is unable to master Algebra, may be exempt from the Algebra I graduation requirement (Senate Bill 701). However, the exclusion from the Algebra I graduation requirement does not excuse the student from the requirement for 3 credits in the area of mathematics.

If a student with a learning disability in the area of mathematics currently enrolled in grades 9 - 10 - 11 (school year 94-95), is reevaluated at any time during his/her high school career and is found ineligible for continuation in the learning disability category, the Algebra exempt status continues until exit from the public schools if the IEP at the time of reevaluation specifies a math substitution (Harris and Spooner, 4-24-95).

North Carolina Testing Program

The North Carolina testing program consists of end-of-grade tests, end-of-course tests (EOC), competency tests, and computer skills. The purpose of the testing program is to; (1) provide instructional feedback; (2) evaluate program decisions; (3) select/identify students for special services; (4) determine proficiency; (5) certify competency; and (6) provide accountability data. The tests administered are:

- **End-of-Grade**
  - Reading 3 - 8
  - Mathematics 3 - 8
  - Writing Grades 4 and 7
  - Open-Ended Grades 5 and 8
- **Computer Skills**

- **End-of-Course**
  - English I, Algebra I
  - ELP (Grade 9)
  - Biology
  - English II (Grade 10)
  - U.S. History (Grade 11)
- **Competency Tests** (Grades 10, 11, 12 - if a student has not attained Level III on the 8th EOG Test)
  - 9th grade (optional)

There are no automatic exemptions from the testing program. Students with disabilities must be exempted on an individual basis. The IEP committee must determine the long-term consequences of test exemptions. If a student who is not taking the standard course of study is exempted from the testing program, they must still be administered other evaluations and assessments such as standardized tests, criterion-referenced tests, portfolio-based tests, and teacher-made tests.

Exceptional students participating in the testing program may have testing modifications if they normally receive instructional and curriculum modifications in their academic classes. Testing modifications include a wide variety of special arrangements and administration adjustments. Following is a list of some examples of possible modifications and accommodations.

Modified Test Format

- Braille Edition
- Large Print Edition

Assistive Technology/Special Arrangements/Assistive Devices

- Assistive Technology (computers, enlarged mouses, key guards, talking word processors)
- Braille Writer
- Cranmer Abacus
- Dictation to a Scribe
- Interpreter Signs Test
- Magnification Devices
- Student Marks in Test Book
- Test Administrator Reads Test Aloud
- Use of Typewriter or Word Processor

Special Test Environment

- Hospital/Home Testing
- Multiple Test Sessions
- Scheduled Extended Time
- Testing in a Separate Room (Testing Modifications and Accommodations for Students with Disabilities, 1996)

FUNCTIONAL CURRICULUM

Traditional academic programs do not always provide instruction in many of the daily living skills students with disabilities need in order to ensure successful transition into adult life. For these students a functional curriculum is needed. A functional curriculum should have the following characteristics:

1. **Community-referenced.** Skills should focus on the basic requirements of adult life. Emphasis should be placed on teaching those things which have a high likelihood of being needed (both now and in the future) in the natural environments of the student. During instruction, real materials, situations, and environments must be used.

2. **Integrated.** Instruction should be done in settings with age-appropriate normal-needs peers. Skill training should focus on understanding the social demands of a wide variety of environments (e.g. vocational, recreational, residential, etc.).

3. **Longitudinal.** The sequence of instruction should be organized in a fashion that ensures students have the skills needed for successful community inclusion by the time they exit the public schools.

4. **Community-based.** The ultimate goal of the instruction should be the generalization and transference of skills into the settings in which they will be used. The sequence of instruction should be arranged so that students spend increasing amounts of time in the community as they approach graduation (Test, 1995).

When determining which skills are functional and necessary for a student to master in order to be successfully integrated into life in the community after graduation, a classroom teacher can apply the **Functional Skill Analysis** by asking, "If this student can't do this task, will it have to be performed for them, and if so, does it really matter in the big scheme of things?" The application of the Functional Skill Analysis to skill training being considered for inclusion in the transition component of the IEP will help ensure that important skill training is not overlooked or that inappropriate skill training is included. Others questions that can be applied to specific skills to determine their functionality for a particular student include:

1. Is the skill necessary to prevent impending transfer to a more restrictive environment?
2. In how many future environments will the skill be used?
3. How often will the skill be used each day?
4. Is the skill reasonable to teach, given the student's present skill level?
5. Does the skill promote integration with peers without disabilities?
6. Does the skill improve quality of life?
7. Is the skill necessary for medical reasons?
8. Would the student, if able, choose to learn the skill? Would the parents choose for their child to learn this skill?
9. Is the skill age-appropriate? (Blumberg Center For Interdisciplinary Studies in Special Education, No Date)

The implementation of a functional curriculum can involve; (a) the local development of a curriculum designed to meet the specific needs of the community and the students within that community; and/or (b) the adoption of a commercially available curriculum (or possibly the blending of several curricula). One model that can be used to develop a local functional curriculum is the **Top Down Model** set forth by Cronin and Patton (1993). The **Top Down Model** is based on first identifying skills needed for successful functioning within the community and then basing instructional content on this information. The development of a curriculum in this manner allows instruction to be matched to students' present and future needs. The following steps are involved in the development process:

Step 1: Identify major adult domains and subdomains in which students need at least minimal competence and independence to function as an adult. Cronin and Patton identified six adult domains; 1) employment and education; 2) home and family; 3) leisure pursuits; 4) community involvement; 5) physical and emotional health; and 6) personal responsibility and relationships.

Step 2: Identify the major life demands or situations that most adults encounter. Cronin and Patton identified 150 major life demands (e.g. under the adult domain of home and family - purchasing day-to-day items was identified as a major life demand).

Step 3: Identify specific life skills (competencies) needed to perform the major life demands. These are locally referenced and sensitive to culture (e.g. under the adult domain of home and family and the major life demand of purchasing day-to-day items - examples of specific life skills include knowing where to shop, comparing prices, understanding care, and cleaning instructions, etc.).

Step 4: Organize for instruction by deciding the content to be taught and the methods/strategies for teaching. Approaches can include infusion, augmentation, or course work.

If a school system chooses not to develop a local curriculum there are numerous functional curricula on the market from which to choose. When planning to use commercial curricula, educators should review as many as possible to determine which one(s) best meet the needs of the students. Some commercial curricula cover multiple areas of instruction while others focus primarily on one specific domain. Some of the more well-known commercial curricula are described below.

Commercially Available Curricula

1. Life Centered Career Education (Brolin, D., 1992) Available from the Council for Exceptional Children, Reston, Virginia).

   The Life Centered Career Education (LCCE) curriculum is one of the most widely used functional curricula. The LCCE is based on the philosophy that if students are given the appropriate blend of functional skills with general academic instruction, they will be motivated to learn the academic and functional skills they need for living and working in their communities. It is a competency-based approach to providing education to special education students grades K - 12. The LCCE is organized around the four stages of Career Development (Career Awareness, Career Exploration, Career Preparation, and Career Assimilation) and consists of three major curriculum areas; 1) Daily Living Skills; 2) Personal-Social Skills; and 3) Occupational Skills. The curriculum areas contain 22 competencies and 97 sub-competencies. Major emphasis is placed on school, family, and community coordination.

2. Syracuse Community-Referenced Guide for Students With Moderate Disabilities (Ford, Schnorr, Meyer, Davern, Black, and Dempsey, 1989). Available from Paul H. Brookes.

   The Syracuse Curriculum was designed for students, ages 5 - 21, functioning in the moderate to severe range of mental retardation. The curriculum covers the areas of recreation/leisure, self-management/homeliving, vocational, community functioning, and functional academics. The Syracuse provides scope and sequence charts and encourages home - school collaboration.

3. The Activities Catalog: An Alternative Curriculum for Youth and Adults With Severe Disabilities (Barbara Wilcox and G. Thomas Bellamy, 1987). Available from Paul H. Brookes.

   The Activities Catalog is quite literally, a catalog of functional activities which is used by students and parents to "place orders" for the skills which should be included in the IEP. Domains include leisure, personal management, and work. The activities in each domain are reviewed, needed activities are chosen, and an order form is completed. This curriculum does not present a sequence for instruction. The philosophy behind the format of the Activities Catalog is that "we can't learn everything, so we have to pick and choose what is most important."

4. Impact: A Functional Curriculum Handbook for Students With Moderate to Severe Disabilities (Richard S. Neel and Felix F. Billingsley, 1989). Available from Paul H. Brookes.

   Impact is a highly individualized curriculum based on the functional intents of each student. It espouses an instructional procedure based on assessment, goal setting, and instructional programming. The features of Impact include; 1) individualized instruction; 2) integrating traditional services into a functional program; 3) teaching skills that are critical to maintain effective participation in the least restrictive environment; 4) teaching skills to a level of proficiency that is necessary for maintaining them after instruction; 5) increasing the number of environments, in which a child can participate; 6) teaching skills that influence life in non-school environments; and 7) evaluating instruction in terms of action in non-school settings. The entire curriculum focuses on assessing and teaching in contextual settings.

5. The Walker Social Skills Curriculum: The Access Program (Adolescent Curriculum for Communication and Effective Social Skills) (Hill M. Walker, Bonnie Todis, Deborah Holmes and Gary Hotoen, 1988) Available from Pro-Ed.

This curriculum is designed to improve the social competence levels of individuals with mild mental retardation within peer, adult, and self-related social skills domains. Thirty-one social skills are organized under Peer-related skills, Adult-related skills, and Self-related skills. Teaching strategies for analyzing social situations and adjusting skillfully to them are provided. The Walker Social Skills curriculum includes a study guide and situational role play cards.

6. Social Skills for School and Community Available from the Council for Exceptional Children.

The purpose of this curriculum is to improve the social competence of students with mild disabilities who spend a portion of their day in regular education classes. The content of the curriculum includes; 1) getting along with teachers and school officials; 2) getting along with peers; 3) getting along in the community; and 4) getting along on the job. The teaching procedure used consists of establishing need, identifying skills components, modeling, role-playing, practice, and generalization.

7. Leisure Education in Supported Employment. (Employment Opportunities, Raleigh, N.C., 1992)

This curriculum provides a comprehensive program that promotes, and enhances skills that are necessary to participate in social settings, including work and leisure. Realistic approaches to leisure are given that are aimed at allowing individuals with disabilities to participate fully in community activities. A questionnaire is used for assessment purposes. Family involvement is encouraged. The curriculum is designed to be facilitated by a job coach. The areas covered include; 1) Leisure Awareness; 2) Leisure Resources; 3) Communication Skills; 4) Making Decisions; 5) Leisure Planning; and 6) Activity Skill Instruction.

8. Community-Based Curriculum: Instructional Strategies for Students With Severe Handicaps (Mary A. Falvey, 1989). Available from Paul H. Brookes.

    This is actually a "book" rather than a curriculum, however it provides strategies for developing and implementing appropriate educational, recreation/leisure, and work training programs for students with disabilities. This curriculum contains examples of appropriate objectives, teaching strategies, and ideas for working with parents. The curriculum also includes information on functional academics, motor skills, communication skills, and behavior.

9. A Curriculum on Sex Education and Social Skills Training for Persons with Developmental Disabilities (Toni-James Manus and Raymond D. Newman, 1993). Available from the North Carolina Developmental Disabilities Training Institute (DDTI), Chapel Hill, N.C.

    This curriculum focuses on all major areas of sex education. Curriculum goals include teaching healthy social-sexual behaviors, the prevention of unwanted pregnancy and STDs, and learning the difference between high-risk behaviors and safer sexual practices. Included in this curriculum are teaching considerations, objectives, key points to cover on each topic, suggested materials and resources, role play scenarios, and illustrations. Information is also provided on sex and the law and suggested sexuality policy (for residential settings). The illustrations are black line drawings that are somewhat explicit. Part of this curriculum may need to be approved by the proper administrators before using in the public schools.

10. Job Success for Handicapped Youth: A Social Protocol Curriculum (Joseph J. Stowitschek and Charles L. Salzburg, 1987). Available from the Council for Exceptional Children.

    This curriculum is based on the recognition that social skills can not be taught in isolation and that social skill training needs to be tailored to fit the setting. Twenty-three of the LCCE sub-competencies are supported within this curriculum even though this curriculum had a separate research base from the LCCE. The curriculum is divided into two sections. Each section serves as a guide for providing examples of important social-vocational skills that apply to various vocational situations. The first guide is The Work at School Guide which presents 22 social skills important for entry-level employees in five areas. The second guide is The Competitive Employment Curriculum Guide which uses the same 22 social skills, embedded in eight scripts that describe ongoing interactions taking place in five different types of jobs - automobile cleaner, cafeteria worker, fast food worker, motel maid, and dishwasher. The curriculum suggests actual experiences for the purpose of training (on and off campus vocational training).

11. **Career Education: A Curriculum Manual for Students With Handicaps** (Diane Baumgart, 1990). Available from Aspen.

This curriculum consists of two sections. The first section Career Exploration is designed for use with grades 7 - 9 (ages 12 - 15 for those with moderate to severe mental retardation). This section begins with assessing the functional living skills of the student and interviewing students and parents regarding future plans. The concept of work is introduced and specific job-related skills are taught including academic and social skills. The second section Work Exploration is designed for use with grades 9 - 10 (ages 14 - 17 for students with moderate to severe mental retardation). This guide focuses on providing students with opportunities for selecting specific environments and jobs for initial placement, interacting with employers/employees in formal and informal situations, evaluating job preferences and training needs, discussing job training experiences with other students, and summarizing experiences, values, and preferences in a vocational notebook.

Functional Skill Training At The Elementary Level

If students with disabilities are going to be prepared for adulthood, whether they plan to go to college or to work, high school is too late to start getting ready. The elementary years are vital to the development of a strong work ethic, good social skills, self-esteem, self-determination, communication skills, and career awareness. When choosing a curriculum for implementation in a school system, all grade levels should be involved in the process, and much thought should be given as to which functional curriculum is the most appropriate for infusion into the other curricular requirements. Students with severe/profound to moderate mental retardation are usually in a functional program from the beginning of their school career. Other students with disabilities' time is often consumed with trying to obtain all the academic competencies they need to do well on end-of-course tests and obtain a future high school diploma. However, there are many strategies for ensuring that students with disabilities do not "arrive" at their high school years with a limited number of the skills needed to live as independently as possible in the community.

Instructional Strategies

1. Job boxes can be established in a resource room or a regular classroom as a learning center. The purpose of job boxes is to provide simulated work tasks that will encourage the development of work-related habits and behaviors. Job boxes are small boxes (shoe boxes or plastic containers) containing a specific job-like task in areas such as assembly/disassembly, categorizing, correlating, matching, organizing, etc. Each job box should have specific instructions for correct completion with standards set for production and quality. Job boxes can be easily integrated into reading, writing, and math instruction/competencies.

2. Allow students to make choices within the classroom whenever possible. Encourage students to develop the communication skills needed to express their desires, wants, and needs in an appropriate fashion.

3. Highlight a career each week/month. Assign writing assignments based on this career theme. Invite speakers from the community who hold this type of job to present in class.

4. Have students maintain a journal about various careers and have them include information concerning which careers they would most enjoy.

5. Use some of the concepts surrounding Career Education such as making academic skills relevant to future jobs. Take the time to give students examples of how particular skills will be relevant to future employment.

6. Encourage good personal hygiene. Talk with students about appropriate dress not only for school, but also for work.

7. Encourage good attendance. Explain to students that the reasons for coming to school everyday, are similar to the reasons for going to work every day.

8. Provide parents with suggestions on how they can begin to prepare their child for adulthood. Encourage parents to allow their child to begin to develop daily living skills by helping out around the home. Ask parents to talk with their child about potential future jobs by discussing the jobs that family members and friends have.

9. Use strategies to encourage motivation, work ethic, work values, and appropriate social skills. Constantly relate things to future employment. For example; "The reason it is important to turn your work in on time (besides a good grade) is because someday you will have a job and your boss will give you deadlines for completing your work and expect it to be turned in on time. If you don't turn assignments in on time, you may lose your job or lose the opportunity to be promoted and make more money."

10. Do a math lesson on personal budgeting. Do some comparisons showing how much better off financially a person is if they work. In other words, show students if they have money they can buy some of the things you want.

11. Set up class jobs or jobs within the school. Have the students go through an interview process to obtain these jobs. Consider having the class take on a project such as keeping up a flower bed or straightening the shelves in the library one time a week. Be sure to allow time for evaluation of work. Teach students how to accept feedback from a teacher or other adult and relate this to the time when they will need to appropriately accept feedback from their supervisor on the job.

12. Make sure students know their personal information including their social security number, address, phone number, names of family members, and other relevant information.

13. Assign vocabulary and spelling word lists that are related to the world of work.

14. Allow students to run errands, deliver messages, perform routine chores in the class, and learn to move about the school using a "map."

15. Set up a class business. This can be for a short period of time. An example would be making candy (using a hotplate if there is no access to a stove). Take orders for Christmas. Students can learn about making a product, taking orders, computing cost/profit, completing related paperwork, packaging, marketing, and delivery.

16. When possible, take field trips into the community to visit area businesses and other community activities. If this is not possible, visit "jobs" on the school campus and find out what others are doing (through interviewing) in their particular career. Students can write essays on the experience and learn new words. Offer to put these articles in the school newsletter.

17. Encourage good test-taking skills, note-taking skills, and study skills.

18. Encourage the development of computer skills and the skills needed to use other types of equipment (e.g. calculator).

19. Above all, set the expectation that every child will grow up to be a productive member of the community and share this expectation repeatedly with the students and parents.

Restructuring For Transition

Several school systems in North Carolina have implemented programs at the secondary level that offer the option of an **alternative** diploma for students with disabilities who have successfully completed a course of study aimed at preparation for competitive employment and independent living. These systems have restructured their traditional programs to allow all students with disabilities, the opportunity to participate in instructional programs relevant to their post-school outcomes. This usually involves offering at least two options, one aimed at preparing students whose goal is to obtain a high school diploma and pursue post-secondary education and/or employment, and another aimed at preparing students whose goal is to obtain an alternative diploma or certificate and pursue employment after graduation.

Restructuring a secondary program for students with disabilities, in order to offer an alternative program, requires structural and sometimes philosophical adjustments. In many cases, the traditional organization of the high school has served to limit the options available to students with disabilities. High schools must look closely at the individual needs of their students and establish alternative options, in addition to the traditional offerings.

Steps For Implementing An Alternative Course of Study

- Review the requirements for a Certificate of Graduation. Determine what the school system's requirements for completion of an alternative course of study will be (ensuring that the basic requirements for the certificate are met and possibly "upping" these requirements). Determine what type of exit document will be awarded to the students successfully completing the alternative course of study. In determining the alternative course of study, some courses may have to be categorized under a certain subject area in order to ensure credit. (For example courses providing vocational training could be used to fulfill the Social Studies requirements). The Principal and central office personnel (and possibly the school board) will need to be involved in this process. Also the "hour" requirements and the performance standards for each of the vocational training components will need to be determined.

- Develop course descriptions for the courses in the alternative course of study program. These will assist in determining the curriculum. Have these descriptions included in the student handbook.

- Determine a functional curriculum for use with students in the alternative course of study. This can be a commercial curriculum or one which the school system develops. Teachers must be involved in the development or adoption of a curriculum. In determining the curriculum, be sure to use one that allows a variety of training options along with functional academics. There should be an overlap between what is taught in the classroom and what is practiced in the community.

- Determine the guidelines for allowing students pursuing a high school diploma to enroll in the courses within the alternative course of study if they so desire. In North Carolina, it has been approved at the state level for exceptional students to take functional skills courses offered by the special education department as electives.

- Depending on the administrative policies of the system and the type of exit document that will be awarded to students completing the alternative course of study, a presentation to the school board may be needed before actual implementation of the new curricular offerings. Of course, prior to this presentation, support should be obtained from the superintendent and other relevant administrators. If a presentation to the school board is required, you should prepare for about 15 - 20 minutes. The presentation will most likely be conducted by the Exceptional Children's Director along with support from other transition staff. At least one high school principal should be present. During the school board presentation the following steps should be included:

    - Present the rationale for implementing an alternative course of study (include drop-out rate for exceptional children, numbers of exceptional children presently receiving academic diplomas and certificates, behavior referrals, transition legislation, etc.). Correlate with federal mandate for transitional services and the national emphasis on school-to-work.

    - Review the work already done on the program. Note interagency support, parental support, and student support.

    - Discuss restructuring, any additional expenses and relevant issues such as transportation and liability.

    - Give timelines for implementation. If a different type of exit document is going to be awarded to students completing the alternative course of study, note when the first documents will be awarded.

    - Present the course of study.

    - Discuss the requirements for the alternative course of study. At this point it would be helpful to have some items developed such as a Job Placement Portfolio (which accompanies students as they leave the program), an Academic Portfolio (which demonstrates student achievement), and the letter of support from the school system that will be given to a student successfully completing the alternative course of study.

- Make sure all the main players within each secondary school are in favor of the programmatic changes and willing to be supportive (or at least willing to get out of the way!)
- Designate a special education teacher at each secondary program to be responsible for the implementation of the vocational training options that will be a part of the alternative course of study (e.g. job shadowing, on-campus jobs, school factory, community-based training). This teacher may also be involved (along with other staff) in job placement, community awareness, advocacy, and program evaluation. Obviously this person will need to be a go-getter, but other qualities to look for include; assertiveness, the ability to self-start, intrinsic motivation, good interpersonal relationship skills, strong advocacy skills, tenaciousness, negotiating skills, a strong will, good communication skills, willingness to work hard, good organizational skills, and flexibility.
- Either hire or reassign a full-time teacher assistant to work with the alternative course of study program. Responsibilities will include transportation, community-based instruction, data collection, material handling (for the school factory), on-campus instruction, etc.
- Determine which teachers will be responsible for teaching the functional academics and assign subject areas. These teachers will need training in the new curriculum, and in functional instruction.
- Someone will need to be designated as "Coordinator" or "Lead Teacher" over the program and act as a liaison with the Exceptional Children's Director. If there is a Transition Coordinator in place, this would be the most likely person for this responsibility. Other responsibilities the Transition Coordinator may assume include; overseeing the transition of special education students to post-secondary education, member (or possibly lead role) on the Community Level and School Level Transition Teams, vocational testing, job development, program evaluation, vocational education/special education coordination, collecting transition related information, etc.
- Determine the methods for monitoring and providing tutorial assistance to the students in the regular education program who are pursuing a high school diploma. Regular education teachers should be allowed

input to ensure a smooth system of communication. Forms used for progress checks and communication should be designed or adopted. Assignment notebooks for the students pursuing an academic diploma are a good communication device between regular education and special education. Regular education teachers will need training on the transition services offered by the school.

- Formulate a schedule for the teachers. Depending on the numbers of students and the number of teachers, some of the courses for the alternative course of study may have to be combined (For example Functional English I and II could be combined). Before designing the schedule, review the vocational offerings and regular course offerings. The schedule of courses for the alternative course of study may have to change from year to year depending on the schedule for other departments. Students in the alternative course of study may have to be hand scheduled (at least at first).

- Parent and student meetings will need to be conducted to explain the new program. This should occur in the 8th grade for rising Freshman (if on the middle school concept). Since some students will have to "switch" over after having been in your "traditional" special education program, discussion will need to occur about what the alternative program can offer.

Restructuring a high school program and developing instructional options for students is only limited by the creativity of the staff involved in the planning. Often, there is a dilemma between inclusion and offering specialized transition services. Following are some creative options and suggestions for providing transition services to students who are in the full academic mainstream. These options can be provided by a variety of individuals both from within and outside of the school including special, regular and vocational teachers, Vocational Rehabilitation school counselors, case managers, parents, school advisors, peers, high school career center staff, work experience coordinators, related service staff, community educators, and parks/recreation staff.

- Regular individual transition counseling provided by school or rehabilitation counselors, regular, special or vocational educators, psychologists, etc.
- Regular meetings with a transition planning "advisor."

- After-school counseling and skill development.
- Summer school development of practical adult life skills (e.g. independent living, vocational or recreation).
- Training days for students to develop future goals or self-determination skills.
- Regularly scheduled class (weekly or monthly) focusing on transition planning with credit offered.
- Selection of regular education classes that address skills needed in adult life (e.g. Family and Consumer Science, life skills).
- Homerooms that address transition planning components with all students.
- Block scheduling, split scheduling, and extended school day/year to provide release time for students to participate in vocational training activities.
- A "transition course" for elective or social studies credit.
- A transition planning course sponsored by the community college or other community education program offered in the afternoons or evenings.
- Site visits to area businesses/industries/community agencies for credit or as an alternative assignment.
- Job shadowing for credit or as an alternative assignment.
- Vocational education courses, apprenticeships, work experience.
- Parent-directed home activities.
- Parks/recreation program and activities.
- Credit through the regular education program for projects addressing an individual student's need.
- Career fairs or college fairs and visits to career centers in local high schools.
- Volunteer opportunities in the student's community (Minnesota Educational Services, 1994).

SCHOOL-BASED VOCATIONAL PREPARATION

Preparing students with disabilities for successful competitive employment after graduation from high school requires that a wide array of vocational training opportunities be made available to the students while they are still in school. These vocational training options should be a blend of offerings from the special education and vocational education departments and should include both paid and non-paid experiences, on and off the school campus. If a student's post-school outcome goal in the employment domain is a job after gradation, there must be opportunities for the student to develop occupationally related skills. Vocational training can be obtained through workforce development education, elective credits, infused curriculum, or a specifically designed alternative course of study. A memo dated September 21, 1992 issued by Lowell Harris, Director of Exceptional Children's Services, NCDPI states:

> *"Course credit may be given to students with disabilities whose IEP transition component includes working at jobs for the purpose of training. Job sites may be at the school or off the school grounds. The training for work must be included in the IEP as part of the transition services for the student. The course code for Career Training for Exceptional Children is 9561."*

School Factories

School-based factories are simulated vocational learning environments. The goal of the school factory is to provide students with the experience of working in an environment similar to an industrial/business setting, in order to gain experience in the work habits and work behaviors needed to function in a **competitive** employment setting not a sheltered employment setting. Students may develop specific job-related skills through the work performed in the school factory, but the ultimate goal is to practice the social aspects of working. A school factory can be established in a classroom (empty or in use), trailer or large vocational area. The size of the school factory, of course, will determine the number of work stations that can be offered. The establishment of a school factory requires some initial start-up funds, the amount dependent on the size of the factory and the number of students that will be served. Funding for a school factory can be obtained by using routine instructional supply/equipment funds, grants/foundations, donations from civic groups, the PTA and local businesses, profit from work performed through business contracts, and fund-raising. Equipment can be obtained through the workforce development education department and school-business partnerships.

A school factory should be organized in a manner that, as closely as possible, resembles a real work environment. A school factory should have procedures established for general work rules, dress, breaks, clocking in/out, evaluations, dismissals, lay-offs, suspensions, and promotions. Students should be fully informed during orientation of all policies/procedures and given these policies in writing. Opportunities should also be made available in the school factory, not only for learning several work stations, but for holding various "positions" such as work station supervisor, quality control supervisor, material handler, etc. These positions can be set up in a manner that requires an application and interview process.

Keul (1991) has developed criteria that each school-based work experience should "pass" before being implemented to achieve a high degree of simulation accuracy.

Criteria 1: An accurate task analysis must be developed to fully detail the steps in producing each service or product produced by the school factory.

Criteria 2: Based on the task analysis, accurate, easy measurements should be developed to measure both quality and speed (production stadndard) of each product/service.

Criteria 3: The students should be able to do the vast amount of the tasks in the task analysis, once instruction is implemented.

Criteria 4: School resources and numbers of personnel should be sufficient to deliver a quality service and/or product.

Criteria 5: Conditions closely resembling actual work demands (e.g. stamina, endurance, strength, etc.) should be simulated in the school factory.

In a school factory students receive training by performing work supplied from local businesses, recycling projects, or by manufacturing items for sale. The production of items for sale (e.g. crafts, etc.) can be structured in a fashion that resembles a small business thus providing opportunities for the infusion of work-related academic skills and the development of marketing skills. The types of workstations that can be offered in a school factory are virtually unlimited. Following is a small sample of ideas.

School Factory Ideas

- Set up a laundry service.
- Set up a sewing/mending service.
- Use donated jewelry to make other items.
- Strip and refinish furniture (must have the right equipment to ensure proper ventilation).
- Establish a silk-screening business.
- Establish a printing business.
- Make logo/insignia buttons.
- Grow herbs and make gift baskets.
- Make potpourri.
- Do seasonal crafts and/or flower arrangements.
- Package and wrap supplies for the Red Cross.
- Collating projects.
- Polish silverware.
- Do recycling projects.
- Polish saddles.
- Contract work from area businesses.

Choosing Production Items and Services

When selecting goods and services for production in the school factory, several things should be considered in order to ensure success of the enterprise. Specific guidelines should be considered when determining what a school factory should manufacture, in order to keep the focus on the students' vocational training needs, while also ensuring the smooth operation of the school factory.

- The service or product should be a relevant, "sellable" commodity in the community. Care should be taken to find out what the market prices are for services and products, what the quality/quantity demands are, and what consumers like.

- The service or product should be feasible to produce within the budgetary and time constraints of the school factory. Considerations include the school schedule, staff supervision, cost benefits, storage, space, safety issues, and transportation of materials.

- The service or product should be beneficial to students in both net profit (after expenses) and actual job skills gained from the experience. Some products may be too teacher - directed. Considerations include training value and transference of skills to the community.

- The service or product should be produced with minimal teacher intervention (other than initial training and ongoing supervision).

- The service or product should be valued and promote inclusion **not** exclusion of students with disabilities. Joint projects with school clubs should be considered.

- The service or product should permit students to have more vocational choices in the future.

- The manufacture of the product or the delivery of the service should provide an environment that allows students to practice the work habits and work behaviors associated with job success in competitive employment situations (Keul, 1991).

There are many logistical and programmatic issues to consider when establishing a school factory, particularly if the school factory is going to be a routine part of the program and is going to serve more than just a few students. Most of the tasks involved in setting up a school factory can be efficiently handled by a teacher or a group of teachers. The most administratively attractive characteristic of a school factory is that it can begin on a small scale and grow over time.

Establishing A School Factory

1. Remember that a school factory is simply one of the many vocational training options that can be provided to students who are being prepared for future employment. The purpose of the school factory is to provide students with an environment in which they can practice work habits and work behaviors relevant to future **competitive** jobs. Make sure that all staff involved in the operation of the school factory understand the purpose of the school factory.

2. Determine what types of work stations will initially be set-up. This will involve locating work from the following sources:

A. ongoing contracts with local businesses/industry (paid work);
B. manufacturing items which can serve as a small business component of the school factory. The small business component is an excellent avenue for including students with normal needs in the school factory through cooperative projects with school clubs and other vocational departments; and,
C. one time contracts for individuals, non-profit organizations or the school/school system.

3. Take measures to prevent a "competitive" relationship with the local community rehabilitation agency in terms of contracts for the school factory, community-based training sites, and individuals placements.

4. Determine the types of equipment and materials needed for the factory (which should be based on the type of work and training that will be done). Consider safety equipment including safety glasses, work gloves, earplugs, etc. Other items that are helpful include a time clock, lockers/individual storage bins, and a break area. Local industries will often donate items. You can also include equipment requirements within your contracts with companies.

5. Set up school factory work stations. Considerations include determining whether you are going to do work in an assembly line fashion or "start-to-finish" manner. Safety issues, OSHA regulations, and traffic flow must be assessed. Contact a local industry and request the volunteer services of one of their industrial engineers to assist in designing the work area within the school factory.

6. Establish procedures for receiving raw materials and returning finished products. Transportation, staffing, and storage areas must be planned. There may be a need for a loading dock, if large volumes of work are going to be delivered.

7. Determine a method for evaluating student performance in the school factory.

8. Determine when students will and will not be paid for work in the school factory. Vocational Rehabilitation can provide work adjustment funds (with the school serving as the vendor) for up to $40.00 per month for work in the school factory. Carl Perkins and JTPA funds are other possible sources for payment. If work being performed is for

local businesses and is benefiting the business (especially if the contract is ongoing) you will more than likely need to pay the students in order to meet Department of Labor guidelines.

The School Factory and the Fair Labor Standards Act (FLSA)

Obviously, if a school factory is producing goods and delivering services (particularly for local businesses), Wage-Hour policies set forth by the Department of Labor must be considered and procedures must be established to ensure compliance. Wage-Hour will not enforce the Fair Labor Standards Act with respect to minimum wages for students employed by any school in their district in various school-related work programs, provided that such employment is in compliance with child labor provisions. This no-enforcement policy **does not** apply to special education students performing subcontract work or sheltered workshop-type work on the school premises (Love, 1994).

If a school factory is manufacturing items for sale (e.g. crafts, flower arrangements, T-Shirts, etc.), there should be policies in place to ensure that the profits benefit the students. It is recommended that the students have a voice in the use of the profits. Students working in a school factory and performing work for outside businesses must receive compensation based on prevailing wages (the most common hourly wage rate paid to experienced individuals without disabilities in the community who are performing similar work). This means that students will either need to be paid an hourly rate or a piece rate for the products produced or the services performed.

In some school factories students perform one-time projects for non-profit agencies such as United Way or the Red Cross. These projects should follow guidelines for volunteer work (see Chapter 8) and should serve a clearly delineated training function. Since students with disabilities who are in training will more than likely not be performing at the same level as individuals without disabilities, there may be a desire to pay these students based on their performance (quality and quantity of work). This is the manner in which individuals being served in a community rehabilitation program are compensated. In order to do this, a school or a school system must obtain approval from the U.S. Department of Labor. This approval is obtained through an application procedure and requires follow-up reports to the Labor Department concerning student productivity and prevailing wages.

On - Campus Jobs

An established practice within many high schools, has been to provide students with the opportunity to work within the school (e.g. office helper, student assistant, etc.). On-campus jobs, as part of the vocational training program provided to students with disabilities, are very similar to the same types of options that have been provided routinely to students without disabilities. In most cases, on-campus jobs are non-paid work experiences in which a student is placed in a job within the school based on the student's vocational training needs. The student is under the supervision of a school employee and the on-campus job is for a predetermined amount of time.

The purpose of on-campus jobs is to place the student in a work environment that requires many of the same skills and the same demands that the student will encounter in a competitive employment situation. This arrangement allows the student to determine vocational interests and develop job skills relevant to the occupational area in which the on-campus job is based (e.g. clerical, food service, custodial). Examples of on-campus jobs include cafeteria worker, office assistant, custodial assistant, maintenance assistant groundskeeping assistant, bus maintenance assistant, physical education assistant, biology lab assistant, and art assistant.

Establishing On-Campus Jobs

1. Obtain approval fro the establishment of on-campus jobs from the proper administrative representatives.

2. Do an assessment of the school to determine what jobs are available. Look at school jobs where students have traditionally been used. Do a survey (formally or informally) to determine faculty needs.

3. Determine how the on-campus jobs will be offered (as part of an existing class, internship, or separate course).

4. Determine student vocational training needs. Establish a process for providing students with an opportunity to choose from a "menu" of on-campus jobs.

5. Determine general guidelines for on-campus jobs including expectations for student behavior, student evaluation procedures, criteria for inclusion, length of assignments, etc.

6. Do a job duties analysis for each job site chosen for inclusion in the training program. The job duties form should include the tasks that the student will be expected to perform while in that particular assignment. Of course, the job duties should be open to adjustment based on student abilities.

7. Provide orientation to all the school personnel who will be serving as on-campus job supervisors including student evaluation procedures, disciplinary procedures, student goals, communication methods, etc.

8. Make sure each student's IEP/ITP reflects goals and objectives relevant to the on-campus job training experiences. Ensure proper student orientation to on-campus jobs.

9. Ensure that students and parents understand the purpose of the on-campus job training program including Fair Labor Standards Act guidelines. Having parents and students sign permissions is recommended.

10. Implement some method of program evaluation so adjustments for improvement can be made as needed.

11. One off-shoot of the on-campus jobs can be working at other schools once initial training has been completed at the home campus. If this is done, the student will need to be paid if he or she is actually performing a service at the other school. There may be ways that non-paid work can be done in this manner but ethically payment is a good idea. For instance, a student who trains in the high school cafeteria and is eventually moved to an elementary school cafeteria to "work" for one hour each day, would certainly benefit from being paid a competitive wage for his work.

On-Campus Jobs and the FLSA

As mentioned earlier, Wage - Hour will **not** enforce the FLSA with respect to minimum wages for students employed by any school in their district in various school-related work training programs, as long as compliance with child labor provisions are ensured. As part of the overall educational program:

- schools may permit students to engage in school-related work programs,
- within their school district,
- conducted primarily for the benefit of the students,
- for periods of no more than one hour per day (with block scheduling this can be 90 minutes) (Love, 1994).

However, there is one **exception**. If a school district has contracted for services (e.g. food management, custodial) with an outside, independent, for profit agency, the students will not be covered by the Wage - Hour exemption for on-campus training programs. In some cases, school programs will want to compensate students for their vocational training in on-campus school jobs. Funding sources for this compensation can include; Carl Perkins funds, Vocational Rehabilitation Work Adjustment funds, Exceptional Children's funds, grants, profits from the school factory, and monies from advocacy groups (e.g. The Arc).

Job Clubs

A Job Club can be a useful tool in helping students with disabilities develop job seeking skills while providing systematic peer support for obtaining and maintaining a job. A Job Club can be inclusive of both students with and without disabilities. Although, unlike Vocational Student Organizations (VSOs), that are associated with a specific vocational area and nationally recognized, a Job Club can still provide all the benefits of a school-based club or student organization.

Job Clubs typically meet after school hours once a week. A group of students with the common goal of obtaining and maintaining competitive employment, meet with a staff sponsor to focus on employment related activities including:

- utilizing group dynamics to provide peer support for job searches;
- sharing job leads;
- developing job related items such as resumes and references;
- exploring the local job market;
- visiting local industries and meeting with personnel directors; and,
- developing job-seeking skills through role playing and peer critiques.

The facilitator of a Job Club provides instruction, leadership, and encouragement. Job Clubs can be a separate entity apart from the curriculum or a reinforcement for the skills being taught in career-related classes.

Workforce Development Education

The goal of workforce development education programs (formerly referred to as vocational education) is to help empower students for effective participation in a global economy, as world-class workers and citizens. Workforce development education prepares students for further vocational/technical education, and/or initial employment. It also assists students in making occupational choices, applying learning to other disciplines, and preparing students to make informed consumer decisions and apply practical life skills. Workforce development education programs are funded through a combination of federal, state, and local sources. Local boards of education receive federal/state funds based on a continuing plan and an annual application. Vocational monies are used to employ instructional/supportive personnel, purchase instructional materials, supplies, and equipment, and conduct other activities which contribute to the general goals of workforce development education. Workforce development education provides a variety of services in addition to course work including vocational assessment, career counseling, career planning, job training, employability skills training, and apprenticeships.

All workforce development education courses have a Course Blueprint (see Appendix X: Course Blueprint for Family and Consumer Science) outlining the specific competencies for each course. Courses associated with program areas are outlined by scope and sequence for both middle school and high school grades. The

Vocational Education Competency Assessment Tracking System (VoCATS) is the computerized criterion referenced evaluation system used to assess student progress in vocational courses. These are administered in a pre-test and post-test format with testing accommodations made for students with disabilities. In addition, follow-up surveys are conducted on students completing a sequence of vocational courses. Following are examples of some possible North Carolina workforce development education program offerings.

Vocational Program Offerings

AGRICULTURE: Introduction to agriscience, agricultural engineering, horticulture, animal science, agribusiness management, biotechnology, environmental studies, and natural resource management.

MARKETING EDUCATION: Principles of business, marketing, fashion merchandising, business management, hospitality/tourism marketing, small business/entrepreneurship, marketing technology and media, marketing management, and strategic marketing

HEALTH OCCUPATIONS: Biomedical technology, health team relations, allied health sciences, and medical sciences

FAMILY AND CONSUMER SCIENCES: Teen living, clothing design, foods and nutrition, interior design and housing, parenting and child development, life management, apparel design, culinary arts and hospitality, food sciences, early childhood education, community and family services, and human services.

TRADE AND INDUSTRIAL ARTS: Drafting and scientific visualization, printing graphics, construction technology, electronics, electro-mechanical technology, metals manufacturing, textiles technology, welding technology, automotive technology, architectural drafting, engineering drafting, carpentry, cabinetmaking, electrical trades, masonry, cosmetology, and auto body repair.

BUSINESS AND OFFICE: Principles of business, computer applications, keyboarding applications, business and electronic communications, computerized accounting, personal banking and finance, business law, network administration, small business/entrepreneurship, and business management and operations.

TECHNOLOGY: Fundamentals of technology, communications systems, manufacturing systems, structural systems, transportation systems, principals of technology, and technology studies.

At the middle school level, workforce development education is exploratory in nature versus high school where the focus is on developing job specific skills. The goal is to expose students to subject matter that will assist in future career planning. Workforce development education in the middle school years provides hands-on strategies, cooperative learning, inquiry methods, community involvement, and the integration of academic skills.

Carl Perkins Vocational And Applied Technology Act

Vocational education began in 1918 with the passage of the Smith-Hughes Act, which established agricultural education, industrial arts, and trade/industrial education. It wasn't until the 1963 Vocational Education Act that students with disabilities were specifically mentioned, at which time, vocational education was encouraged to make a special effort to serve exceptional children. In 1968, matching funds were provided for vocational education programs for students with disabilities and 14 states chose not to participate in the matching funds program. However, by 1976 states were being required to spend at least 10% of their total vocational education allotment on vocational education services for students with disabilities in a manner that encouraged participation in the regular course offerings.

The Carl Perkins Vocational and Applied Technology Act of 1990 or Perkins II (which expanded the Carl Perkins Vocational Education Act of 1984) defined vocational technical education as:

> *"organized education programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. This term also includes applied technology education."*

Carl Perkins is aligned with the nation's desire to compete economically within a global economy by preparing young people for employment in a highly technologically-oriented workplace. The Carl Perkins' legislation promotes the integration of workforce development education and academic skills and provides funds to improve workforce development education programs in **limited** programs or **limited** sites. Carl Perkins funding is based on a local education agency's average daily membership (ADM) in grades 9 - 12. Fifty-seven percent of the funds allocated to states for workforce development education must be spent on special programs and services for special groups. Annual federal appropriations stated for students who are handicapped or disadvantaged must be matched equally by state and local funds. Section 235 of The Carl Perkins Act indicates that funds must be spent to improve programs that are of the size, scope and quality, to integrate academic and vocational competencies based on a sequential course of study and to provide equal access to members of special populations. Carl Perkins funds may by used for:

- curriculum upgrades;
- equipment and instructional aids;

- inservice training on integrating academic and vocational and technical education;
- training for vocational and academic teachers;
- guidance and counseling;
- remedial services;
- Tech Prep programs;
- supplementary services;
- support personnel (Special Populations Coordinator, Technical Assistant, Industry Education Coordinator/Job Broker);
- coordination with apprenticeship programs;
- vocational programs that are strongly tied to the economic development of the state (training students in all aspects of the industry and in jobs currently available or projected), and;
- Administrative costs (5% or less) (N.C. Department of Public Instruction, Vocational Technical Education, 1994)

The aspect of Carl Perkins that strongly affects students with disabilities is the requirement that members of special populations have equitable participation in vocational/technical education. Special populations, as designated in Challenge: A Handbook for serving Members of Special Populations (1994) include:

I. **DISADVANTAGED STUDENTS**
  A. *Academically Disadvantaged*
    1. Scores at or below the 25th percentile on a standardized achievement or aptitude test
    2. Secondary school grades below 2.0 on a 4.0 scale
    3. Fails to attain minimum academic competencies
    4. Does not include individuals with LD

  B. *Economically Disadvantaged*
    1. Aid to Families with Dependent Children (AFDC)
    2. Food Stamps
    3. Chapter I Program
    4. Free or reduced-price meals
    5. Determined to be low-income based on latest Department of Commerce data

  C. *Migrant Students*
    1. Agricultural or Fishing Industry
    2. Moved with families during the past year for temporary or seasonal employment

D. *Limited English Proficiency*
  1. Not born in US or native language is not English
  2. American Indian or Alaska Natives who come from environments where language other than English had significant impact on their level of English proficiency
  3. Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding English which denies the opportunity to learn successfully in classrooms taught in English

E. *Dropouts*
  1. Persons who have left school for any reason before graduating or completing a program of study, without transferring to another school

F. *Potential Dropouts*
  1. Consistent low achievement
  2. High rate of absenteeism
  3. No motivation
  4. Constant discipline problems
  5. Delinquent behavior in school and community

II. **DISABLED/HANDICAPPED STUDENTS**
  A. Includes IDEA and Section 504 students

III. **OTHER CATEGORIES**
  A. *Sex Equity Programs* - individuals who participate in programs to eliminate sex bias
  B. *Foster Children* - must be served by NC Department of Social Services
  C. *Individuals in the Correctional Institutions* - must be under jurisdiction of Juvenile Court System or NC General Court System

Section 118 of the Carl Perkins Act outlines the criteria for services and activities for individuals who are members of special populations. Each student who is a member of a special population, is entitled to certain "assurances" when accessing workforce development education services.

Carl Perkins Assurances

- Equal access to recruitment, enrollment and placement activities.

- Equal access to the full range of available workforce development education programs.
- Provision of workforce development education in the least restrictive environment.
- Vocational planning for individuals with disabilities coordinated by representatives of workforce development education, special education, and state vocational rehabilitation agencies.
- Workforce development education monitored for students with handicaps to ensure consistency with their Individualized Education Program.
- Notification to members of special populations and their parents at least one year prior to eligibility, including information about specific courses, services, employment opportunities, and job placement.
- Assistance with transitional service requirements for individuals with disabilities.
- Provision of supplementary services including such things as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
- Provision of guidance, counseling, and career development activities by professionally trained counselors and teachers.
- Provision of counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities (North Carolina Department of Public Instruction, Vocational Technical Education Services, 1994).

The Carl Perkins Act requires each state to establish and adopt performance standards to determine whether or not the state's workforce development education programs are meeting the requirements of the legislation. North Carolina's performance standards require the development of Career Development Plans and Career Development Plus Plans. Each student (grades 9 - 12), enrolled in a workforce development education course must have a Career Development Plan indicating the academic and vocational/technical courses appropriate to his or her career goal. If the student falls within a special population category, they must also have a Career Development Plus Plan (CD+) indicating the incentives and adjustments (based on assessment) needed for that individual student to successfully achieve his or her Career Development Plan. Some of the additional services that might be indicated on a CD+ Plan include; assistance to enter vocational programs, assistance with transition (for students with special needs), guidance, counseling, career development activities, curriculum modifications, equipment modifications, supportive personnel, and instructional aids/devices. Also included in the Performance Standards are accountability measures for student achievement in Levels I, II, and II workforce development education courses, post-school employment and unemployment rates for completers. A full description of these Performance Standards can be found in Challenge: A Handbook for Serving Members of Special Populations (1994) which is available from the North Carolina Department of Public Instruction - The Workforce Development Education Division.

Tech - Prep

Tech-Prep is a cooperative secondary and post-secondary program emphasizing continuity in learning and is designed for students who will participate in a curriculum charted to prepare them for community college, technical school, or the high tech world of work. Tech-Prep is authorized under the Carl Perkins and Applied Technology Act. A strong emphasis is placed on contextual learning, applied academics, integration of vocational education/technology and academics, curriculum choices, and preparation for a post-secondary career.

Tech-Prep begins in the ninth grade and in many cases, students are able to take college credit courses as part of their high school curriculum. Usually, there are certain criteria that must be fulfilled in order to receive college credit (e.g. B average, VoCATS score of 70+, and teacher recommendation). Tech-Prep allows students to focus on their future career early, in their secondary years of school. Tech-Prep is organized in a fashion that allows flexibility so students can change concentration clusters or move into the college prep program if their post-secondary goals change. Students enrolled in a Tech-Prep program benefit from improved competencies in the core academic areas, improved prospects for post-high school employment, and increased awareness of the need for education beyond high school. Some examples of Tech-Prep course of studies include Business and Marketing, Manufacturing and

Transportation Engineering Technology, Industrial Communications Technology, Environmental Sciences, Health Services, Human Services, and Construction Technology.

School-To-Work Opportunities Act Of 1994

The School-to-Work Opportunities Act of 1994 (PL 103-239) is a cooperative effort between the U.S. Department of Education and the U.S. Department of Labor. This act is designed to build a system of opportunities for all students, grades K - 12, to learn about and experience work while in school, through educational reform and partnerships between school, employers, and communities. The School-to-Work Opportunities Act is intended to be integrated under Goals 2000 - Educate America. The Goals 2000 initiative was set forth by the Bush administration as standards for school reform. The goals are:

1. Every American child must start in school prepared to learn, sound in body and sound in mind.
2. The high school graduation rate in the United States must increase to no less than 90%
3. All students, grades 4 - 8- 12 will be tested for progress in critical areas.
4. American students must rank first in the world in achievement in math and science.
5. Every adult must be a skilled, literate worker and citizen, able to compete in a global economy.
6. Every school must be drug-free and offer a disciplined environment conducive to learning.

School-to-work is also meant to be coordinated with a number of federal programs already in place including, The Adult Education Act, the Carl Perkins Vocational and Applied Technology Education Act, the Elementary and Secondary Education Act, the Social Security Act (part F of Title IV), National Skills Standards Act, IDEA, JTPA, National Apprenticeship Act, the Rehabilitation Act, and the National and Community Service Act. The School-to-Work initiative is intended to apply to all students both those in special populations' categories and those within the general student body. School-to-Work program characteristics include; 1) integration of school-based learning and work-based learning; 2) the opportunity to complete career majors; 3) provision of programs to provide work-based, school-based, and connecting activities/experiences; 4) instruction and experience in the aspects of the industry in which the student is preparing; and, 5) equal access for all students to work-based, school-based, and connecting activities as well as recruitment, enrollment and placement activities.

Elements of the School-To-Work Opportunities Act

> **SCHOOL-BASED LEARNING:** Instruction and experiences based on academic and occupational skill standards. Activities under this element include career awareness, career counseling, selection of a career major, a program of instruction consistent with Goals 2000, applied academics, and regular evaluations to track student progress.
>
> **WORK-BASED LEARNING:** Learning activities conducted for the purpose of preparing students for the world of work. Activities under this element include workplace experience, structured training, mentoring, and apprenticeships at job sites.
>
> **CONNECTING ACTIVITIES:** A variety of activities that build and maintain bridges between school, work, and other adult environments. Activities under this element include matching students with employers, establishing liaisons between education and work, job placement, further training assistance, linkages with youth development activities and industry, participation of businesses in a large variety of school-based, and work-based activities and post-program outcome analysis (National Transition Network, 1994).

It is intended that the implementation of the School-to-Work initiative will be carried out by local partnerships consisting of representatives from local businesses/employer organizations, secondary/post-secondary institutions, community-based organizations, rehabilitation agencies, labor organizations, parent organizations, teacher organizations, student organizations, private industry councils, and other relevant parties. Local partnerships are responsible for determining the activities under the work-based learning, school-based learning, and connecting activities elements, determining measurable program goals/outcomes, establishing a plan for including all students in the area, providing paid work experiences, determining types of employer involvement, and providing opportunities for students to be involved in industries/occupations that offer high-skill, high-wage employment opportunities.

Many of the work-based learning activities conducted under the School-to-Work Opportunities Act are conducted at a community work site. Work-based learning experiences are aimed at the development of workplace competencies including positive work attitudes, employability skills, and instruction in all aspects of an occupational area. Educators implementing work-based activities must ensure that the learning activities occurring at a business site do not constitute an employment relationship and in turn, become subject to the Fair Labor Standards Law. In order for activities conducted in the workplace to be considered bona fide learning experiences under the School-to-Work Opportunities Act they must possess four elements. Learning experiences must:

1. be a planned program of job training and work experience based on the student's needs and appropriate to his or her abilities. The activities should be organized in a fashion that allows mastery of skills at progressively higher levels. All work-based activities should be coordinated with school-based learning activities;
2. encompass sequential activities, increasing in complexity and allowing the obtainment of basic skills;
3. be structured to expose the student to all aspects of industry and promote the transferability of skills; and,
4. provide real or simulated tasks which promote higher-order thinking and problem solving skills. (North Carolina Department of Labor, 1995).

Work-based learning experiences must contain these elements along with an assurance that while on the worksite the student; (1) receives ongoing instruction; (2) receives close supervision; (3) does not displace employees; (4) is not entitled to a job after the training; and, (5) understands (along with parents and employers) that there is no entitlement to wages. If these assurances are not met, the work-based learning experience may be subject to the Fair Labor Standards Act. If at any time an "employment relationship" is established, the student must be paid at least minimum wage. The definition of "to employ" under FLSA is "to suffer or permit to work." Care must be taken to ensure that businesses are not receiving benefit from the presence of the student at the worksite and in fact, may even be "burdened" by the work experience program.

JobReady

In North Carolina, the School-to-Work Opportunities Act is implemented under JobReady. JobReady is North Carolina's system for ensuring that all high school students have a clearly identifiable, accessible, and attractive pathway into the workplace. JobReady is designed to provide comprehensive career guidance beginning in elementary school and continuing through post-secondary school. JobReady assists with a selection of a career major, courses to support the competencies needed for the major, certification of initial mastery learned in high school, and work-based learning (e.g. job shadowing, a career major internship, cooperative education, career academy, school-based enterprises, Tech-Prep, and apprenticeships). Through JobReady, it is hoped that students, local employers, and communities throughout North Carolina can achieve numerous benefits. For students, JobReady leads to higher expectations of achievement, career focused learning, applied learning, work experience related to future career goals, and increased self-confidence. Through JobReady, employers will have access to better trained entry level workers, reduced training costs, and the opportunity to become actively involved in the design of instructional programs that will ultimately produce high quality employees. Overall, it is anticipated that participation in JobReady will provide local communities with a stimulated local economy, skilled workers for existing/emerging occupations, reduced unemployment, and an improved quality of life (Martin, 1995).

Special educators working in the area of transition should ensure that they are involved in all activities associated with JobReady. This involvement will assist in the inclusion of students with disabilities in activities implemented through the JobReady program. There should be representation from transition on the JobReady committees and representation from JobReady on all interagency transition teams.

Special Education And Workforce Development Education Collaboration

Collaboration between special education and workforce development education is vital for students with special needs, particularly those who are planning to pursue further vocational/technical training or to obtain employment after graduation. Students with disabilities who gain access to workforce development education and are given supports leading to successful program completion, obtain employment at the same rate as students without disabilities (Rockwell, Weisenstein, and LaRoque, 1986). In addition, the references to assistance with the IDEA mandates included in the Carl Perkins legislation reinforces the need for collaboration. Some suggestions for assisting with collaboration between these two disciplines include:

- Ensure that workforce development education teachers and special educators have the opportunity for staff development aimed at increasing knowledge of each other's instructional areas and the laws/legislation directing these areas.
- Transition staff and key workforce development education players (e.g. Special Populations Coordinator, Industrial Education Coordinator/Job Broker, Career Education Counselor, etc.) should meet to determine how job responsibilities relate to transition.
- Determine how the Career Development Plan and the Career Development Plus Plan interfaces with the transition component of the IEP. For students involved in an alternative course of study, the Career Development Plus Plan and the transition component of the IEP can be combined as long as the transition component contains all the components required for the CD+ Plan.
- Determine if students not pursuing a high school diploma could be allowed to take the same workforce development education course, more than one time and receive credit each time. This can be approved

locally. If this is approved, the special education teacher and the workforce development education teacher should discuss which competencies from the course blueprint will be worked on each year. These competencies should be highlighted and attached to the Individualized Education Program page related to the workforce development education course. In addition, the VoCATS can be individually designed to assess the competencies on which the student has focused.

- Work closely with the Special Populations Coordinator and the workforce development education teachers to determine the types of accommodations exceptional students will need to be successful in the workforce development education courses. Be open to the concerns of the teachers.

- Review the school system's Carl Perkins plan to determine what strategies/programs are already in place for students within the special populations categories. Meet with the Workforce Development Education Director to discuss future options.

- If alternative workforce development education offerings are needed, consider the following options:

    1. Allow students to take the same workforce development education course twice in consecutive years for credit, working on different competencies each time.
    2. Allow students to take the same workforce development education course twice during the same school year, working on the assumption that in double the time, they will be able to accomplish the same objectives as everyone else.
    3. Expand on-campus jobs to include sites at other schools in the same system and set-up the schedule for one period per day. This arrangement can be counted as a workforce development education credit. These sites are supervised by a school employee (e.g. custodian, cafeteria manager, etc.) and provide the student with a long-term "assistantship".
    4. Extend job shadowing in the community to extended training. Students can spend one period per day on a job site receiving their vocational instruction in an area (e.g. auto mechanics) from an employee of a local business and receive workforce development education credit. Department of Labor guidelines need to be followed.

- Ensure that workforce development education is represented on the Community Level Transition team and the School Level Transition teams.
- Ensure that the transition activities are coordinated with JobReady activities. Ensure that special educators are represented on all planning/implementation committees associated with JobReady.

SCHOOL-BASED NON-VOCATIONAL PREPARATION CONSIDERATIONS

In addition to vocational preparation, some students will need assistance or training in other areas in order to be ready for transition from high school. Work is only a part of a person's total life. Not everyone has the goal of going directly from school to work, and even if they do, they will not work 24 hours a day. There are other components of life such as where learning will continue to occur and where recreation will take place. Assisting students in pursuing post-secondary education, accessing recreational/leisure activities, obtaining appropriate assistive technology, and the skills needed to function in these areas are all areas that are part of the transition planning process and should not be forgotten by school personnel.

Post - Secondary Education

Some exceptional students will have the post-school outcome goal of attending a post-secondary educational institution (either part-time or full-time) after graduation. Of course, these students must be prepared academically for college level work and must take the courses necessary for entrance into a post-secondary educational institution. For admission to one of the institutions within the University of North Carolina system, the following courses are required for the class of 1990 and beyond (in addition to each institution's own specific requirements):

- In **English**, four course units emphasizing grammar, composition, and literature;

- In **Mathematics**, three course units including Algebra I, Algebra II, and Geometry, or a higher math course for which Algebra II is a prerequisite;
- In **Science**, three course units including at least one unit in life or biological science, at least one unit in physical science, and at least one laboratory course;
- In **Social Studies**, two courses including one unit in U.S. History; and,
- In addition it is recommended that prospective students complete at least two course units in one foreign language and take one foreign language course unit and one mathematics course unit in the twelfth grade.

Exceptional students will more than likely need some guidance in choosing a college program. Secondary students with mild disabilities may not even consider post-secondary education options unless they receive encouragement and assistance in planning. Individuals that can assist in this area include the school guidance counselor, the special education teacher, the transition coordinator, and the Vocational Rehabilitation school counselor. Students and their parents should assume as large a role as possible in accomplishing the tasks needed to enroll in college. There are numerous steps to be accomplished for any student seeking college or university admission. For students with special needs, there are additional things to consider in order to ensure that students are matched with the best program possible for their future goals.

Strategies For Getting Students Ready For College

1. Make sure all psychological testing is up-to-date. Obtain copies of all special testing records prior to graduation.
2. Contact Vocational Rehabilitation. Make a referral. Include the school Vocational Rehabilitation school counselor in the transition planning meetings. Vocational Rehabilitation can assist with funds and services for college-bound students.
3. Arrange for vocational assessments to be performed in order to clarify future career goals. Vocational Rehabilitation can assist with vocational evaluations.
4. Ensure that the student has developed adequate study skills, note-taking skills, and test taking skills. Also provide counseling to make sure the student understands their strengths and needs.

5. Review the student's high school career to determine how much assistance the student is used to receiving, to help with predictions about the level of future assistance that will be needed.
6. Ensure the student has adequate independent living skills for success in campus life.
7. Encourage part-time work or volunteer work to increase the student's socialization skills and understanding of work expectations.
8. Assist the student in understanding how his or her disability is connected to social experiences with peers, co-workers, employers, teachers, and family members.
9. Arrange for the students to learn self-advocacy skills and his or her legal rights. A student should be able to advocate for the accommodations he or she will need in college classes and other campus activities.
10. Get information on special examination arrangements for college entrance exams.
11. Get two copies of all applications for colleges to which the student is interested in applying and assist with completion.
12. Contact the Students' Services Office at the colleges before applying to learn about services. Most colleges will be happy to provide a handbook.
13. Arrange for college visits and tours.
14. Arrange for any medical or health issues to be handled prior to college entry.
15. Provide the student with the option of starting college in the summer prior to the fall semester when things are less hectic on campus.
16. Provide the student with information about disability organizations and encourage membership.
17. Finally, make sure it is the **student's choice** to go to college (Sullavan, 1993).

Types of College Programs For Students With Learning Disabilities

The Prep Program

The Prep Program may be a pre-college year, semester or summer, offered on the college campus (but sometimes at a high school) that focuses on preparing the student for the rigors of college life. Classes are usually small consisting of 3 - 6 students. The Prep Program emphasizes the teaching of study skills and organization skills, after evaluating the students' strengths, needs, and individual learning styles. Usually the program has counseling services that assist with the college application process.

The Learning Disabilities Program in a College or University

A learning disabilities (LD) program in a college or university is designed to teach students how to handle their disability while simultaneously providing the supports needed by the students. The ultimate goal is for the student to be able to function within the regular campus program and earn their degree. There may be a separate admission requirement for the LD program and participation may also require an additional fee. Services provided include counseling, academic advising, evaluation of strengths/learning styles, social skill training, and peer counseling. While enrolled in the LD program, the student is taking regular college classes but there are usually one or two non-credit courses specifically designed to prepare the students for college success. The LD program is usually coordinated by a LD specialist.

Regular Campus Program

Many campuses admit students with learning disabilities under their regular admission process which may either be "open enrollment" or a selective procedure based on the specific college/university. Most campuses have some type of support services for students with special needs and special accommodations are offered as needed (HEATH Resource Center, 1991).

Most colleges have an Office for Students with Disabilities which is responsible for providing assistance and services needed to ensure student success. These services include things such as instruction in reading, writing, study skills, math, and other subjects necessary for success in college, counseling, academic advice, tutorial services, and mentoring. Some colleges "specialize" in providing services to a particular disability group. When choosing a college for students with disabilities, there is a good deal of information that should be obtained prior to making a final decision. The following questions are appropriate for any student with a disability who is considering pursuing a college degree.

- What are the requirements for admission? If the institution requires placement exams for math, English or reading are special arrangements made for the student to take these exams?
- How many students with disabilities are on campus? What year are they in? Are they full-time, part-time, residents, commuters, traditional age or older? Men? Women? Can they be contacted?

- Will the student be admitted into a "regular" program of study as a "regular" student? If not, will this have any ramifications for the financial aid and Vocational Rehabilitation benefits the student may receive?
- What are the goals and objectives of the programs for students with disabilities?
- What is the procedure for the student to follow in identifying his or her disability? Who are the persons on campus that should be notified?
- What are the special services provided? Is there a charge for these services? How does one obtain the services?
- What specialized training in disabilities do the professors have? In which disabilities have professors had experience?
- Is tutoring and/or counseling provided on a one-to-one basis or in a group? If in a group, how large is it? How frequently and intensively is it made available? Are there any costs?
- What supervision is provided for non-certified instructors or tutors?
- How is the duration of special services determined? Is it usually one semester? One year? Two or longer?
- Who will be the students's academic advisor and what training does this individual have with students with disabilities? How will academic advising (selection of courses) and registration be handled?
- Do students with disabilities (similar to the student making application) take regular college courses? For credit?
- Are students with disabilities required to take a full load of courses? If not, and if a student decides not to, does this decision affect financial aid or the ability to live in on-campus housing?
- Are any courses unavailable to students with disabilities?
- What modifications have faculty or administrators been willing to make for students with disabilities on the campus? Who is responsible for making the arrangements for accommodations?
- Are there offices on campus that can do further diagnostic testing (what type?) and that can provide additional remedial services if necessary? Are there consultants on campus who specialize in teaching in the area of disabilities, who can provide assistance if needed?
- Is there specialized equipment on campus available for use by students with disabilities? Is there a cost?
- Does the institution work closely with other outside agencies such as Vocational Rehabilitation, Services for the Blind, etc.
- If mobility is a concern, how are arrangements made to assist students with physical disabilities? Are all buildings and dorms accessible?
- Are there any special support groups on campus for students with disabilities?

- Are there any types of financial aid/scholarships available for students with disabilities? If yes, how do you apply for them?
- Are there courses required of students with disabilities? If so, do they carry college credit and does the credit count toward graduation credits? (Zaccarine and Stewart, 1991; Higher Education Consortium on Learning Disabilities, 1991; Barr, Hartman, and Spillane, 1995).

Any student with the desire to pursue post-secondary education should be given the supports and assistance needed to achieve this goal. Colleges and universities are covered by Section 504 of the 1973 Rehabilitation Act and can not limit the number of students admitted with disabilities, make pre-admission inquiries concerning disabilities, exclude qualified students with disabilities from selected course of studies, use discriminating admission criteria or limit eligibility to financial assistance, internships, fellowships, scholarships or assistantships. Colleges/Universities may also not establish any rules or polices that may adversely affect students with disabilities. Appendix Y provides a list of resources on post-secondary education and youth with disabilities.

Recreation And Leisure

Probably the most overlooked area during transition planning is the area of recreation and leisure. If during transition planning, a holistic approach is desirable, then all aspects of a person's adult life should be considered. It is not "normal" for a person to only work, or only go to school. Everyone needs opportunities to have fun, make friendships, and pursue interests that have no other purpose than to bring personal satisfaction. Ziggy says, "You don't have to be alone to be lonely...but that's when you feel it the most!!" (Wilson, 1975). Many students with disabilities have few friends and are prone to spending most of their leisure time in passive, isolated activities such as watching television (Kregal, Wehman, and Seyforth, 1985) or listening to the radio. Many rely on family members for most or all of their social activities. Hopefully, the area of recreation/leisure will have been addressed prior to transition planning, but if it has not, then the persons involved in a student's transition, must view the area of recreation and leisure as seriously as any other area if they want the student to not only be successful and happy in their future employment/education, but also in their personal life.

Barriers to successful participation in community recreation activities include lack of transportation, physical limitations, limited activity skills, and a shortage of friends willing to participate in the recreational activities with the person who has a disability (Heward and Orlansky, 1992). It has been noted that students with disabilities should be taught alternatives to passive activities (e.g. "hanging out") in order to broaden the recreational choices available to them (Karge, Patton, and de la Garza, 1992). The following strategies can be used to help students develop recreation and leisure skills.

Strategies For Developing Recreation/Leisure Skills

- Assess student interests and abilities. Following is a sample list of activities that can be reviewed with students to determine their interests in recreation/leisure (TransND-North Dakota Transition Project, 1996). (See Appendix Z: Leisure Activity Checklist).

acting/drama
aerobics
archery
arts/crafts
badminton
baseball
basketball
billiards
bike-riding
bird-watching
boating
bowling
camping
cars
ceramics
checkers
chess
collecting coins
cooking
crossword puzzles
dancing
darts
diving
dominoes
drawing
fencing
fishing
football
Frisbee
gardening
golf
gymnastics
handball
hiking
hockey
horseback riding
hunting
ice skating
jogging
judo
karate
knitting
movies
music
museums
painting
quilting
racquetball
rafting
reading
rodeo
roller blading
roller skating
sewing
shooting
shuffleboard
singing
skating
skiing
soccer
softball
swimming
tennis
track
volleyball
walking
weights
woodworking
wrestling
yoga
zoos

- If the preferences for recreation and leisure stated by the student are not age appropriate, present the students with other options and ensure that they have exposure to more age-appropriate activities.

- Conduct an environmental analysis to determine what types of recreation and leisure activities are available both within the school and the community.

- Provide students with the opportunity to visit recreational options within the community.

- Obtain family input to determine what types of activities family members and family friends are involved in, in order to determine what natural supports might be available.

- Students should be provided with instruction in areas related to recreation including relevant communication skills, awareness of available resources, assessing resources, making friends, social skills, and specific skill instruction.

- Consider a "recreation companion" for students who require assistance to participate in recreation/leisure activities, consider a "recreation companion." A companion is a person who accompanies the student to a recreation activity and provides support, eliminates barriers, and assists with participation. A companion can be a volunteer, a peer, a family member or a paid worker.

- Involve other agencies such as the local recreation department, the YMCA, the Boys/Girls club, etc. If the student has services from Mental Health such as CAP-MR/DD or CBI, community inclusion in the area of recreation/leisure should be included in the habilitation plans.

- Encourage inclusion in school-based clubs/activities and generic activities available to all persons in the community. In some communities there are excellent recreation programs specifically designed for persons with disabilities. Participation in these activities are certainly beneficial but the student should not be limited to only these activities. The important issue is "choice." Students should have a wide array of options from which to choose.

- Resolve financial and transportation barriers to recreation and leisure activities.

Community inclusion can not be complete without access to recreation and leisure activities that are appropriate to the student's interests and ability levels. The high school years are socially hard for most students. Students with disabilities face additional challenges in "fitting in" and being accepted in activities that teenagers typically do for fun. Transition planning must take into consideration the student's social activities in high school while simultaneously ensuring that a "life-long plan for fun" has also been developed. Never, ever shortchange the area of recreation and leisure. As it has been said, "All work and no play...."

Assistive Technology

Today, we have the technology available to us to help individuals with severe disabilities become gainfully employed and live more independently within their community. In the last decade, there has been a flood of devices into the market specifically aimed at increasing the independence of individuals with disabilities. Assistive technology is adaptive equipment or items designed to increase, maintain or improve the independent functioning of persons with disabilities. These devices can be high-tech or low-tech and may be commercially obtained or customized to meet the specific needs of an individual. Assistive technology is used in the areas of mobility, communication, employment, recreation, education, and activities of daily living.

A major part of the transition process for students with physical and/or sensory disabilities is to ensure that the proper technological devices are accessible to the student for use in everyday life. The School Level Transition Team should have members who are knowledgeable in evaluating and training students in the area of assistive technology and also, in funding sources for obtaining the proper devices. Assistive technology devices should be available in all domains of transition - employment, post-secondary education, residential living, and recreation/leisure. Some devices will be used in more than one domain, while others will be specific to a certain area such as employment. The following section describes the most common types of assistive technology devices.

Types of Assistive Technology Devices

Mobility Aids. Devices which enable individuals with physical disabilities to move around their environments. This category includes wheelchairs (manual and motorized), walkers, braces, crutches, and any other piece of equipment that aids in movement.

Augmentative Communication Devices. Devices which allow an individual to communicate with others through means other than traditional speech. This category includes nonelectronic aids such as communication boards (using letters, pictures and symbols) and electronic aids such as speech synthesizers, voice recognition systems, switches, computers, and any other device which allows an individual to communicate needs, wants, and desires and/or to converse with others.

Activities Of Daily Living Devices. These devices allow individuals to exert control over their environment and perform many of the skills needed to function independently on a day-to-day basis. This category includes light pointing devices, intercoms, voice activated environmental control devices, dual switches, head pointers, page turners, CP feeders, robotics, mouthsticks, TV converters, and animal assistants.

Employment Devices. Persons with physical disabilities can use a variety of switches and specially designed "jigs" to allow a job to be modified in order to accommodate the disability. For example a switch could assist with quality control (stopping a conveyer belt when a sub-standard item is observed), obtaining dry cleaning, stapling, punching holes, binding, and using power tools/appliances. Other devices include clamps, folders, high friction surfaces, reachers, lazy susans, larger keyboards, and keyguards.

Devices for Persons with Hearing Impairments. Assistive listening devices allow individuals who are hearing impaired to participate in oral environments. Devices in this category such as closed caption decoders, compact personal amplifiers, computer assisted note-taking, and group listening systems can allow participation in large groups, presentations, speeches, and noisy environments. The Americans With Disabilities Act has provided for Telecommunication Devices for the Deaf (TDDs) and Telephone Relay Systems (TRS) which allow individuals with hearing impairments to access the nation's phone system free of charge. Other helpful devices for persons with hearing impairments include a wide variety of signaling devices using vibration and lights.

Devices for Persons with Visual Impairments. Through the use of assistive devices, individuals with visual impairments can obtain the same information as sighted individuals. Computers are capable of writing braille and taking notes in braille. Talking calculators, talking clocks, and electronic reading devices allows the presentation of information in an audible format.

Telephones can be equipped with voice dialing allowing voice activated dialing. Other devices in this category include buzzers, magnifiers, and tactile markings (Electronics Industries Associates, 1994).

Funding Sources For Assistive Technology

One barrier to obtaining the assistive technology devices needed by students in transition is funding. There are several avenues that can be investigated as possible funding sources for needed devices. These sources include:

- Private insurance
- Medicaid/Medicare
- CAP-MR/DD
- Children's Special Health Services (CSHS)
- Nonprofit civic organizations
- Churches
- Private corporations and businesses
- Vocational Rehabilitation
- Grants and foundations
- School systems

Sources of Information

The following Assistive Technology centers have been established through the North Carolina Assistive Technology Project (NC Division of Vocational Rehabilitation). The personnel at these centers can be contacted for additional information and assistance in the area of assistive technology.

Western Region

1200 Blythe Boulevard
Charlotte, N.C. 28203
(704) 355-2703

South Central Region

1110 Navaho Drive, Suite 101
Raleigh, N.C. 27609
(919) 850-2787

North Central Region

3333 Silas Creek Parkway
Winston-Salem, N.C. 27103
(910) 718-1660

Eastern Region

2313 Executive Park Circle
Greenville, N.C. 27834
(919) 830-8575

As shown in this chapter there are many components of school-based preparation for students involved with transition. Professionals must ensure that the school program compliments the activities that will be conducted in the community and those services provided by other agencies.

COMMUNITY-BASED TRANSITION ACTIVITIES

Frank Herbert's statement that, *"One learns from books...only that certain things can be done. Actual learning requires that you do those things"* emphasizes the importance of a strong community-based instructional component as part of the transition services provided to students with disabilities. Students who participate in community-based instruction receive higher wages and achieve better integration into the community (Helms, Moore, and McSweyn, 1991). All special educators know the importance of ensuring that students have the ability to generalize the skills learned in a classroom to the contextual setting in which the skill will actually be used. If students with disabilities are going to be truly prepared to live and work in their communities after graduation, they will need to practice independent living and employment skills in the settings in which they will be used while still under the supervision of educators.

Throughout North Carolina and across the nation, students with disabilities are receiving vocational training through community-based training. Community-based training is a reality based training program conducted in the community, with the ultimate outcome being competitive employment and independent living. Community-based training should be offered in several skill areas: vocational, community service utilization, activities of daily living, residential, and recreation, in order to meet a wide variety of student needs. Some students may need community-based training in all areas, whereas other students may have a need for training in only one or two areas. The most often used type of community-based training across all disability categories is in the area of vocational training. Community-based vocational training can take many forms. Following are descriptions of the most common components of community-based training/vocational training found in school programs.

Components Of Community-Based Vocational Training

Vocational Exploration

This component exposes students for short periods of time to a variety of work settings to help them make decisions about future career directions. Students gain information by watching other people work, talking with employees, and actually trying out some work.

Vocational Training

This component places students in various employment settings for work experiences. The training is included in the student's Individualized Education Program and closely supervised by school staff. The purpose of vocational training is to enable students to develop competencies and behaviors needed to secure future paid employment. As students reach training goals in one setting they are moved to another where additional training or reinforcement of skills can occur.

Vocational Assessment

This component allows school staff to work with and observe students in work settings in order to determine appropriate training objectives. The student rotates through various work settings which correspond to the student's range of employment interests. This type of vocational assessment is called situational assessment.

Cooperative Vocational Education

This component is based upon an agreement between the school and business which provides that each contributes to the student's vocational training. Students are paid for work performed. This payment may come from various sources (e.g. employer, school, JTPA, Carl Perkins, or a combination of sources). Student wages are commensurate with other staff performing similar work unless a Special Worker Certificate is in place. Written agreements provide training specifics, such as wages, hours, benefits, follow-along services, and services provided (Norman, Bourexis, Simon and Cobb, 1994).

After making business contacts (which will be discussed in Chapter 9) and obtaining commitments to participate in the provision of vocational training sites, there are some general principles that should be remembered when conducting any type of off-campus vocational training for students with disabilities:

1. Community-based training should be conducted in situations where there are multiple, routine opportunities to interact with persons without disabilities.
2. A community-based vocational training programs should involve a wide range of occupational areas so that students can make career choices. Examples of these areas include retail, laundry, child care, food service, custodial, agriculture, shipping/receiving, industrial, auto mechanics, horticulture, hospitality, recreation, health services, and clerical.
3. Students with physical disabilities who are participating in community-based training should have access to rehabilitation engineering and assistive technology in order to begin to make decisions about the type of technology that will be needed when the student pursues full-time competitive employment.
4. Community-based training should be provided in occupational areas that reflect local labor market needs. The "community-referenced" approach to the design of employment training curriculum increases the likelihood that graduates will develop job skills that are economically viable (McDonnel, Wilcox and Hardman, 1991).
5. Community-based training should be in employment areas that have the potential of providing future meaningful work for decent pay.
6. Parents should be kept informed and involved in planning community-based training for their child.
7. Community-based training should be provided as part of a long-range vocational plan and should be ongoing throughout a significant portion of the secondary transition services. All community-based training activities should be indicated in the transition component of the IEP.
8. Measures should be in place to ensure that school personnel are actively involved in the supervision of community-based training sites and there should be an established plan for communication between the school and businesses.
9. All students participating in community-based training should receive regular performance evaluations.
10. All community-based training activities should be undertaken with the principle of normalization in mind.
11. Students should have the opportunity to "reflect" on their community-based training activities. These reflection activities can take the form of peer reflection sessions (students discussing personal or general topics regarding their various community-based training experiences), written

assignments, and journals (Northwest Regional Educational Laboratory, 1996).

When implementing a community-based training program, there are several areas in which planning must occur and procedures must be established. These areas include funding, staffing, liability, transportation, integration, instructional strategies and data collection. These areas are discussed below.

COMMUNITY-BASED STRATEGIES

Funding

Adequate fiscal support is vital to the success of any educational program and must be obtained from a secure source if a program is to be sustained over a long period of time. When providing instruction within a classroom, there are many material/equipment needs, including books, films, instructional kits, manipulatives, etc. When providing community-based training, the supply needs are different but not more expensive. In fact, training skills in the community will usually be less expensive than teaching adult life skills on-campus in a simulated environment. For example, training in residential skills can be provided in a "model apartment" at a local apartment complex, where furniture and appliances are already located. If this training were provided on a school campus, an apartment would have to be created and this could be quite costly.

When training in the community, a primary need may be the necessary cash to allow students to pay admission fees, make purchases, ride public transportation, and eat in restaurants. If providing **paid** vocational community-based training (i.e. students in small groups performing actual work for area businesses), there must be a source of funds for student pay. In addition, equipment may be needed to perform work for area businesses (e.g. groundskeeping requires lawncare equipment). The following ideas can be used to help fund community-based training.

Funding Strategies

1. Redirect monies traditionally used for classroom supplies to provide for community-based training needs. Central office staff and the principal can assist with establishing methods for reimbursing staff, providing "cash" for training sessions or setting up charge accounts. Obtaining cash up front is sometimes difficult to do in a school setting, however, if everyone is well informed of the need, there will most likely be a way around the red tape.

2. Obtain contributions from parents, the PTA, and community service organizations. This money can be put in the school activity fund to be used for community-based training. Since school activity funds are audited on an annual basis, school personnel using money in this manner, must adhere to established accounting procedures (Falvey, 1989).

3. Organize fund-raising projects. With proper planning, fund-raising activities can also provide students with vocational training opportunities. (Falvey, 1989).

4. Request that families of the students make grocery/supply lists and send these lists with the money, so that the students in the class can make the purchases (Falvey, 1989).

5. Contact the Department of Social Services or the local Office on Aging and obtain the names of "shut-ins" for whom the class can do shopping (Hamre-Nietupski, Bates and Maurer, 1982).

6. Use student lunch money to purchase a meal in the community instead of eating in the cafeteria. Since school lunches are far cheaper than eating at a local restaurant, student lunch money will need to be supplemented or a special deal arranged with a local eating establishment (Falvey, 1989).

7. Set up a shopping or errand service for school staff and for other departments within the school (e.g. Home Economics) (Falvey, 1989).

8. Request that the local Special Olympics program provide funds for recreationally oriented community-based training (e.g. skating, swimming, bowling, etc.).

9. Use the profits from a small-business (if one has been established as part of the on-campus vocational training program) for community-based training.

10. Arrange with local stores to conduct "mock" shopping trips. This involves students shopping from a "mock" shopping list and carrying out all the steps associated with purchasing items but not actually "buying" the items. This type of activity is good to use for high priced items such as clothes, appliances, and furniture.

11. There are many activities in the area of community-based training that do not require funds except those which may be needed for transportation. Visiting a doctor's office (to learn the skills associated with a doctor's appointment), visiting the health department (to learn about accessing services), going to the public library (to learn how to get a card and check out books), going to a lawyer's office (to learn the skills associated with obtaining legal services) and many other community service utilization training activities can be done at virtually no cost.

Staffing

Community-based training requires schools to reevaluate the traditional methods of utilizing staff and staffing schedules. Staffing patterns for conducting community-based training activities will differ from those typically used for classroom instruction. While large numbers of students with few staff, may be appropriate for some types of exploratory field trips (e.g. industry tours), this type of staffing pattern is totally inappropriate for community-based training. In order for instruction to occur, there should be sufficient staff:student ratios to actually teach skills while in the community. In determining possible solutions to staffing problems that may occur with community-based training, several things must be considered including; 1) individual student needs; 2) the types of community-based training sites that will be offered; 3) staff available for the program; and 4) possible sources of additional staff. Following are some suggestions for staffing a community-based training program.

Staffing Strategies

1. **Team Teaching.** Team teaching involves two (or possibly more) teachers working together to implement a community-based training program. While one teacher is scheduled for community-based training activities, the other teacher assumes responsibility for students not participating in community-based training that day. Team teaching allows teachers more flexibility in grouping students for community-based training and for classroom instruction. When using team-teaching, staff must recognize that they have a responsibility to students who may not be directly assigned to them during other portions of the day. Good communication among all staff, a strong commitment to the students and the program, and non-threatening relationships are needed for this strategy to be effective.

2. **Use of support personnel.** Related services staff such as speech therapists, occupational therapists, physical therapists, or assistants in these areas can be used to assist with community-based instruction. Since the goal of all instruction for students with disabilities is generalization to the real world, where better to work on communication and mobility skills than in the community where these skills will ultimately be used? The use of these staff positions off the school campus may be a radical change if your school has been using a "pull-out" model, but for those schools using integrated therapy the change will be less drastic. Of course, schedules will have to be developed and parents may need to be convinced that this method of service delivery is really therapy, however, the use of related service staff not only provides additional staff for community-based training, but allows true contextual learning.

3. **Use of volunteers.** Many schools already have a volunteer program in place. Volunteers can be used to assist in community-based training but should be provided with systematic inservice training and in most cases should be accompanied by a member of the school staff. Parent volunteers can also be used under the same guidelines as regular volunteers. Consider the establishment of a "Work Buddy" program to utilize volunteers from local businesses/industries to provide one-on-one vocational training either on-campus or off-campus.

4. **College students.** The use of college interns to conduct community-based training is similar to using volunteers. The advantage of using student interns is that they may already be familiar with instructional strategies and the field of special education in general. The

disadvantage is that the assignment of student interns is time-limited thus creating a good deal of turnover and need for retraining.

5. **Computer-assisted instruction.** Since community-based training requires some staff to be off campus, there must be some method of adequately providing instruction to those students who remain in class. Computer-assisted instruction can assist with practice drills and review-type activities, thereby allowing less staff to accomplish the same amount of instruction.

6. **Use of the same setting for multiple skill training.** There are some community training sites that lend themselves to teaching more than one skill. Usually these sites are vocational in nature. The idea behind this strategy is that less staff can supervise more students if the students are spread out (each working on a different skill in different stages of skill acquisition) over a single setting. For example, in a local Wal-Mart students can receive vocational training in the snack bar, customer service, the photography studio, the stockroom, custodial services, and the lawn center, while one or two staff move about assisting store employees in the supervision of the students.

7. **Heterogenous Grouping.** This strategy involves grouping students who have different training needs regarding intensity, duration, content or type of direct instruction. By grouping students of varying ability, they can benefit from observational learning and social interactions. In some cases, peer tutoring can be used.

8. **Staggered Implementation.** This strategy involves designating only certain students to receive community-based instruction at one time. Staggered implementation can be used when there is a desire to implement community-based training gradually, or there is inadequate staff to implement more than a few sites at a time or there are only enough sites to serve a few students at one time. An obvious disadvantage to staggered implementation is the fact that only a limited number of students can receive training at any one time. Staggered implementation is probably more appropriate for use in the grades prior to high school (secondary students need more intensive training) or as a starting point for a program that will be expanded at a later date (Baumgart and VanWalleghem, 1986).

Transportation

In some school systems, the issue of transportation for community-based training has not been a significant concern, while in other systems transportation has been a significant barrier preventing community-based training for all but a few students. Without reliable, dependable transportation community-based training activities can not be scheduled and carried out successfully. Staff must know that transportation will be available when needed before making community contacts and setting up training activities or else risk poor community public relations. In addition to available vehicles, there must be funding for fuel and vehicular maintenance. There are several options that can be considered to meet the transportation needs of a community-based training program. In some cases, it will be necessary to use a combination of solutions. Following are examples of transportation options that can be used for community-based training.

Transportation Strategies

1. **School buses.** On school campuses (particularly those where school buses remain parked during the school day), the use of school buses may be an option. A meeting with the Director of Transportation, the Exceptional Children's Director, the Principal, and any other relevant staff may be needed to determine how the use of buses for community-based training can be accomplished. In some systems, the cost is absorbed into the system's transportation budget (with the requirement that records be maintained on how much the buses are used for community-based training) while in other systems the cost is paid for by the Exceptional Children's program. The benefits of using a school bus include state insurance coverage and ready availability. One disadvantage is that buses can only be driven by staff who have a commercial driver's license (CDL) and have completed bus driver training (school bus endorsement). Some systems require all their non-certified staff (e.g. teacher assistants) to obtain a bus driver's license and also require this of certified staff who work in the transition program. Another disadvantage is that the size of regular school buses make them cumbersome when transporting only a few students for community-based training. One solution is to use shorter buses (that may be available for transporting students with special needs).

However, some students are embarrassed by being associated with buses that they view as "handicapped buses."

2. **School Activity buses.** All school systems have activity buses available for field trips and athletic events. In some cases one or more of these buses are actually parked at the middle school or high school. In other cases, activity buses are kept centrally located at the bus garage. Like North Carolina school bus riders, students using activity buses will be covered by insurance in the event of an accident. If an activity bus is used it is more than likely that the cost will need to be covered by the Exceptional Children's program. Drivers do not have to go through the extensive training needed to drive a North Carolina school bus but must have a Commercial Driver's License. If using activity buses for your community-based training program, care must be taken to ensure that the activity buses will be available when needed since there will be other requests for their use (e.g. field trips, athletics). This may require long-range planning and a schedule of use in order to ensure that the teacher, and students don't find themselves all dressed up, with somewhere to go, but no way to get there!

3. **School cars.** All school systems have school cars, but in many cases these cars will be assigned specifically to school staff (e.g. superintendent, social worker, high school principal, etc). However, some systems maintain extra vehicles for teachers to use when attending staff development activities. The possibility of using a school car should be pursued through the central office. Funds for use of the school car will most likely come from the Exceptional Children's program. If a school car can be made available on a reliable basis, it is probably the most convenient method of transportation. Anyone with a driver's license can drive the car, and passengers are covered by school system insurance in the event of an accident. Students usually prefer to ride in a car, it is easily maneuvered through traffic, and parking is not a problem. Don't forget the possibility a car might be donated to the school system specifically for use with the community-based training program. Then the only challenge would be to find a funding source for gas and upkeep on the car.

4. **Student vehicles.** The use of student vehicles may be appropriate for students who are driving themselves to school and who are involved in job shadowing and job sampling at local businesses. Students in Health Occupation courses have been doing this for years. Any special procedures used by the workforce development education department when students use their own vehicles to get to community-based work

experiences should also be used with students with disabilities involved in off-campus training activities.

5. **Walking.** In some limited cases, there may be a situation in which a school is located in a populated area near a variety of community business/services, each with safe access (e.g. sidewalks, pedestrian crossings, etc.). Walking may be an option for a small group of students, appropriately supervised by school staff. However, every safety precaution must be taken if walking is used to get to community-based training sites. Hopefully, walking will not be the only method of "transportation" since it would certainly limit the scope of the program.

6. **Public Transportation.** In large urban systems, where bus lines are available public transportation can be an option for community-based training. Of course, planning will be needed in order to determine bus schedules and fees for fares. Using public transportation also provides students with the opportunity to use a form of transportation that will be benefit them after graduation. If public transportation is available, it should be used as one transportation option, due to its future usefulness for students.

7. **Personal Cars.** This is probably the least desirable transportation option for a variety of reasons. Using the personal cars of staff or volunteers presents a liability issue. Many school systems have policies which discourage staff from using their personal vehicles for transporting students and make it clear that the school system's insurance will not cover any accidents while staff are using their personal vehicles to transport students. Workman's compensation should cover staff who are performing work related duties during school hours when an accident occurs, even if in their private vehicle. If personal cars of staff or volunteers are used to transport students to community-based training, approval of appropriate administrators must be obtained and all parties must be advised of the risks involved.

6. **Parent Transportation.** There may be an occasional opportunity where a parent (who has transportation and free time during the day) will be willing to provide transportation for their child to a job shadowing, or job sampling site. These types of vocational training sites are directly supervised by the employees of a business, so the parent's responsibility would be to simply take the child and pick him or her up at the designated times. If a parent agrees to do this, it is important that they be reliable.

8. **Vans.** Due to federal transportation regulations, if students are transported in vans for non-athletic events, they will not be covered under state insurance. This is due to the fact that vans do not meet the same safety standards as activity buses and public school buses.

Liability

One of the first concerns usually voiced by all parties (e.g. school administrators, parents, employers, school staff) when community-based training is mentioned is potential liability. Actually, what people are really concerned about is student safety. Traditionally, classrooms have been surrounded by four walls tucked safely within a school building. Unfortunately that is not the most effective method of delivering adult-outcome based instruction to students with disabilities. If we expect students to live, learn, work, and play in their community after graduation, we must train them prior to graduation in environments in which these skills will later be used. Everyone involved in community-based training must first realize that a special education teacher's classroom is now the **whole community**. Once community-based training is recognized as a legitimate teaching strategy, then real progress can be made in overcoming barriers, such as concerns about liability.

The most important liability-related issue is negligence. Negligence is most often associated with an absence of reasonable policies, procedures, actions, supervision, and behaviors which result in injury. There are many ways to ensure the safety of students while simultaneously protecting school staff from liability.

Liability Strategies

1. Secure written parent permission for all community-based training activities (see Appendix AA for an example of a parent permission form).

2. Ensure that the goals and objectives concerning community-based training are clearly indicated on the transition component of the student's Individualized Education Program.

3. Have the local school board formally adopt community-based training as an approved teaching strategy and ensure staff involved in this activity are covered under the school system's liability policy (Falvey, 1989).

4. Ensure that all staff accompanying students to community-based training sites have been trained in CPR and first aid. Have first aid kits readily available in all vehicles used for community-based training (Hamre-Nietupski, Dander, Houselog, and Anderson, 1988).

5. Have medical release permissions signed by parents. These forms should give permission for school staff to obtain medical attention for students in the case of an accident and when parents can not be reached. These forms should contain pertinent information concerning emergency contacts, the name of the student's physician, insurance information, allergies, and other relevant medical information.

6. Have a written procedure to follow if a student is injured at a community-based training site. Make sure all staff receive training in this procedure.

7. Ensure that students have adequate insurance to cover them in the event of an accident at a community-based training site. Some systems simply require proof that a student has insurance coverage (i.e. private or medicaid). Other systems require that students take out additional coverage through the school's insurance program. If additional insurance is required there must be measures in place to assist with the cost for those students who are financially unable to afford school insurance. The purchase of school insurance will help defray any costs incurred by parents due to a deductible and/or co-payments in the event of an accident.

8. Prior to utilizing a community-based site, teachers should do a safety assessment and discuss potential hazards with the contact person at the site.

9. Notify local law enforcement agencies and rescue squads of the community-based training activities being conducted by the school system so they will understand why students are in the community during the school day and will be ready to assist in the case of an accident (Falvey, 1989).

10. All students should receive safety awareness training. This training should provide general safety training, as well as training specific to sites that may present unusual situations. If a site requires the use of machinery, it is a good idea to use a safety skill checklist and require students to pass a test prior to being allowed to use the machinery. If possible, students should go through the same safety training as employees at the business site. Remember that the Occupational Safety and Health Act (OSHA) regulations that apply to the worksite also apply to the students even though they are not in an employment relationship.

11. All applicable child labor laws should be enforced during vocational training at business sites.

Integration

One of the primary goals of community-based training (although sometimes viewed as an afterthought) is integration. Ultimately, students with disabilities will be expected to live and work in the community with persons without disabilities. When designing a community-based training program, training sites should be developed with their potential for integration opportunities in mind. If a training site is going to provide students with limited opportunities for interacting with others, it might be in the best interests of the students to obtain a more inclusive situation. For example, training at times when an agency is normally "closed" (e.g. lunch time) or conducting training in an area that is separated from employees does not provide students with full integration opportunities. The Vocational Integration Index developed by Parent, Wehman, and Metzler (1991) is helpful in determining the level of integration a job site offers to persons with disabilities in competitive employment. By looking at the following areas, the index can analyze the level of integration of the employee with disabilities as compared to the normal standards for other employees on the job site:

- Are there opportunities for physical interaction?
- Does the individual have access to all areas of the building(s) and grounds?
- Are there opportunities for socialization?

- Are the break times and meal times the same for employees with and without disabilities?
- Do the employees with disabilities participate in the available social activities?
- What level of social participation does the employee with a disability desire?
- Are the benefits and pay the same for all employees regardless of disability who are in the same type of job?
- Does the employee with a disability have the same hours and schedule?
- Is the method of evaluation the same for all employees?

INSTRUCTIONAL STRATEGIES

Instructional strategies for community-based training sites will vary according to student needs, skills being taught, training environment, and amount of time available at any one site. Many of the same strategies used on the school campus and in the classroom are also appropriate for use in the community. The major differences are the training environment, the use of real-life materials, and the fact that there is less concern about generalization since the skill is being taught in the environment in which it will be used. Prior to utilizing a community environment for instruction, it should be analyzed in order to obtain information that will improve the effectiveness of training. This is called an **environmental analysis** (of a single location versus the entire community) and while recommended for use in job placements, it can also be beneficial for any area of community-based training.

Environmental Analysis

1. Arrange for a convenient time to visit the training site and observe during a time when the actual training will occur. During your observation, take care not to interrupt the normal routines. The same will probably be expected of your students (at least to a degree).

2. Write down the sequence of steps involved in the job/skills that will be taught. Ask questions of the persons familiar with the environment (e.g. employees) if you are unsure about anything. If in a work environment, check to see if procedures or job tasks for certain jobs

have already been developed and request a copy. This can be used later to develop a more detailed task analysis.

3. Note and record interactions between people at the training site: If the site is vocational in nature, note the interactions between employees and between employees and their supervisor(s).

4. Observe the environmental characteristics of the site. Note the location of restrooms, breakrooms, and telephones. Note details such as traffic flow, potential accessibility barriers, parking, lighting, noise level, and anything else that should be considered for a particular group of students. A safety assessment can also be done at this time.

5. Determine what critical skills are needed in order to be successful in this environment - academic, communication, motor, social, and vocational. Determine what types of modifications can be made for students who lack some of the typical prerequisite skills needed for utilization of this setting or for success in this type of work.

6. Make sure to ask someone in charge to review your analysis and provide you with feedback concerning the accuracy of your observations.

Task Analysis

Probably one of the most vital and useful teaching strategies is **task analysis.** Basically, a task analysis is a written description of a particular task or job divided into each individual component, action, or step necessary to successfully complete the task or job. A task analysis serves several useful purposes. First, the development of a task analysis ensures that no step will be taken for granted. It is sometimes easy to assume that a student will know something when in reality, they do not. It is important to ensure that the student possesses **all** the skills needed to accomplish a task because leaving out one step can result in failure. Secondly, a task analysis can be used as a "pre" and "post" checklist to determine where to begin instruction and when to mark a goal completed. Thirdly, a task analysis can be used as a data collection system. By simply putting the task steps along one side of the paper and dates across the top of the page, you can easily create a visual image of the progress a student is making on a particular task. Finally, after instruction is completed a task analysis can be shortened to provide students or instructors with a checklist of tasks to be accomplished on a vocational training site.

When conducting vocational training in the community for the purpose of learning a specific job or when working with a student who has been placed in paid employment, a **Job Task Analysis** is a vital tool for assisting a student in learning the skills associated with a job. Basically this approach identifies all the tasks associated with a job, the order in which they are accomplished, and any other critical social or non-vocational skills needed to be successful in a particular work environment. A Job Task Analysis should be preceded by an environmental analysis in which an overall description of the work environment and job responsibilities are developed. Following are the major considerations in developing a job task analysis.

1. Identify only those job skills that can be observed and measured.
2. Plan to teach only those skills a worker must perform in order to be proficient in the job.
3. Break each job task into sequential steps required to successfully perform the task. This involves dividing each larger step into a series of much smaller steps.
4. Note all necessary machinery and tools involved in doing the job tasks.
5. Focus initially on the job rather than the individual who will be trained when completing the job task analysis. Once completed, the job task analysis should be suitable for use with a number of students.
6. Talk with other employees performing the same type of work to determine if there are acceptable "short-cuts" or non-observable information which is vital to a new employee's success.
7. After a job task analysis is completed, try it out by following the analysis to do the job yourself and/or watching an employee do the job and comparing the steps they follow to your analysis.
8. Do a **methods analysis.** A methods analysis determines the most efficient way to complete a task and focuses on reducing unnecessary (wasted) movement in completing a task. A methods analysis may involve altering the layout of the job, the materials used, the sequence of job tasks, the work flow, the tools used, lighting, or interactions with other employees.

9. Have the final task analysis approved by a representative of the business and give a copy to the employer (Moon, Inge, Wehman, Brooke, and Barcus, 1990).

The ultimate goal of community-based training is for students to be able to independently perform as many skills as possible in the community settings in which they will live as adults. Therefore, any instructional strategy utilized on the community-based training sites should be as non-intrusive as possible.

Self-Instruction

One teaching strategy that is particularly helpful when students are being trained in vocational settings (and could have relevance to a variety of daily living and community utilization skills) is **Self Instruction**. The work performance of students with disabilities (particularly those with mental retardation) has been shown to greatly improve when they are trained to make task-specific statements aloud to themselves prior to performing the task. The concept behind self-instruction is that the individual with a disability can become their own change agent since the use of this strategy helps with remembering what to do next and with problem-solving (Agran and Moore, 1994).

Principles of Self-Instruction

1. Students not the teacher, need to solve problems. In the real world, cues, prompts, and consequences are inconsistent and the student must learn to provide their own.
2. A shift from teacher-directed to student-directed cues is necessary to improve independent performance. Students must learn to generate their own cues for correct performance, instead of depending on extrinsically generated cues.
3. After students learn to self-instruct, the teacher must perform frequent assessments to provide insights into the relationship between the self-instruction and changes in performance.
4. Students should be encouraged to use self-instruction for the long-term in order to prevent a decrease in performance.
5. No matter how severe the student's disability, teachers must view the student as "self-directing". Through the use of self-instruction, students

can become contributing members of the educational process rather than passive participants (Agran and Moore, 1994).

Self-instruction is appropriate for students who have some language, can attend to auditory and visual stimuli, and can initiate communication (traditional or nontraditional). Usually training sessions for self-instruction are 30 minutes in length and begin by providing students with a clear explanation of the strategy and its benefits. The training sessions take a model-practice-feedback-reinforcement format. All of the methods of self-instruction can be modified through the use of verbal labels, self-reinforcement, picture cues, self-monitoring, peer tutors, and group instruction in order to meet a wide variety of student needs. Before beginning self-instruction, a task analysis should be prepared and training sequences developed from the task analysis.

Types of Self-Instruction

- **Problem Solving**. This method of self-instruction helps a student identify and resolve problems that occur in a work or community environment. The students; 1) states the problem,; 2) comes up with a solution; and, 3) directs themself to perform the planned response. Examples of when this approach is helpful include running out of supplies/materials, misplacing a tool/item, and needing to ask a question.

- **Did-Next-Now.** This method of self-instruction is suitable for tasks performed in a sequence. The verbalizations, which match the Did-Next-Now sequence, allows the student to identify what task was just completed, recognize what task needs to be done next, and direct himself or herself to perform that task. This method can be modified to Did-Next for students with limited language.

- **What-Where.** This method of self-instruction is suitable for a student in a situation in which he or she can already perform the task(s) however their performance is inconsistent in natural settings. The student reminds themself what needs to be done (what) and where the task is to be performed (where).

- **Interactive Did-Next-Ask.** This method of self-instruction is interactive in nature and appropriate for tasks requiring social interactions (e.g.

preparing a sandwich in a sub shop). Repeating the self-instruction aloud reminds the student what to do while performing the task and interacting with another person, without producing any negative perceptions by the other person. The first verbalization (did) reminds the student of the task just completed. The second step (next) directs the student toward the next step. The third step (ask) is a question addressed to the person with whom the student is interacting (Agran and Moore, 1994).

DATA COLLECTION

When providing community-based instruction, it is important to collect data in order to determine the extent of student achievement, the effectiveness of the instruction being provided, when program changes are needed, and how much time a student needs to learn a certain kind of task. One of the biggest benefits of data collection is the documentation it can provide for students to be included in employment related programs, from which they have previously been excluded or would be excluded without independent documentation concerning their performance.

When collecting data within the community, it is important to use systems which are non-intrusive, simple, easy for all parties to understand, and feasible for use across a variety of environments. As mentioned previously, a task analysis (which should be developed for all training situations) can be used as a simple form of data collection. In the area of vocational skills, the key areas in which data is needed are; 1) quality and accuracy of work; 2) quantity of work; and, 3) work-related social skills.

When looking at the quality and accuracy of work, the question presented is "How well does the student perform the task-analyses of the work skills involved in the job?" If a student is performing specific work skills, such as stocking shelves, mopping floors, making floral arrangements or providing day care, the task analysis can be used as a checklist to determine if the student is performing each task of the job correctly. In the area of quantity of work, the question presented is "How quickly is the student performing the work skills?" This requires time-based measures of data collection. One area to be examined is rate. The rate of work can be based on production standards (the time a company establishes as an acceptable time frame for completing a step in the production process or the entire product) or time limits (a schedule that must be completed in a time-limited fashion). Also when assessing the quantity of work, time-on-task is an important area to assess because a student will be unable to complete a task in the least amount of time possible if she or he is off-task.

Production rates can be determined by maintaining a data sheet indicating the time a task was started, when the task was completed (combined this gives the total time worked), and the number of units/tasks completed during the time worked. From this information you can determine at what percentage of the production standard the student is working. Time-on-task can be measured through interval observations and momentary time sampling. **Interval observations** are done during the total time interval (e.g. 15 minutes) and require the total attention of the observer. Interval observation is the most accurate form of data collection for determining time-on-task. **Momentary time sampling** involves observations that occur at the end of the time interval and require a cuing method. While this method only provides an estimate, it is easier to implement. For an example of momentary time sampling, the student would be observed for on-task behavior every three minutes during a designated time interval (i.e 15 minutes). For each of these methods, the percentage of time-on-task can be calculated by dividing the total number of intervals on task by the total number of intervals observed (Test and Spooner, 1996).

NATURAL SUPPORTS

Natural supports on the job site are those generic supports that would routinely be available to any employee. It is important when training individuals with disabilities for employment not to overlook the assistance that can be provided by co-workers. After the intensive training phase is completed and the job coach begins to fade from the job site, measures should be taken to actively prepare others to assume the roles that professionals have previously held. There has been much discussion in the field about possible barriers to independence and inclusion that a job coach may actually create if they fail to use the natural supports available from other persons in the work place. In some cases, the use of a job coach may restrict socialization and integration because; (1) job development has occurred through professional techniques rather than social networks (e.g. someone getting his friend a job at the place he works); (2) during the intensive training phase, the individual's training hours may be shorter; (3) job coaches are often focused on the job tasks and their main contact is the work supervisor rather than co-workers; (4) the job coaching approach bypasses mentoring experiences; and, (5) the professional jargon associated with job coaching is alien to the business world (Hagner, 1989). However, the use of natural supports does not preclude the use of a job coach for those individuals in need of that level of support. The two strategies should be complementary, not mutually exclusive. In some cases, where job coach services are unobtainable, the use of natural supports can provide a cost-effective alternative for placing persons with disabilities in competitive employment situations. In the 1992 Rehabilitation Act Amendments, the use of natural supports as a long-term support strategy was noted. The up-front training is still done by a professional or else a professional consults with the co-worker or supervisor who will provide the training.

The use of natural supports makes sense because at some point, the job coach must fade from the job and because co-workers understand the demands of the job. Even when a person with disabilities is employed in competitive employment through the use of a paid co-worker, the use of natural supports can increase integration and be less intrusive. Natural supports can assume many forms. Some of these include:

1. **Training**. Co-workers and supervisors can provide instruction in the requirements of the job.
2. **Associating**. Co-workers and supervisors can interact with the individual in a manner that is appropriate for the specific work environment.

3. **Befriending**. True integration can be accelerated when co-workers develop and foster relationships with the individual outside the workplace.
4. **Advocating**. Co-workers can assist in a variety of advocacy activities including providing emotional support, assisting in friendship development, and facilitating the transfer of supervision.
5. **Information Giving**. Co-workers and supervisors can act as sources of information by volunteering instructions and answering questions.
6. **Evaluating**. Co-workers and supervisors can conduct ongoing assessment of both job skills and adjustment to job routines and workplace culture (McNair, 1991).

COMMUNITY-BASED TRAINING AND STUDENTS WITH BEHAVIOR AND EMOTIONAL HANDICAPS

Students with behavioral and emotional disabilities, present a complex array of problems. In addition to the range of emotional disorders, many of these students have a history of physical/sexual abuse, prior court system involvement, past/present probation, substance abuse problems, previous institutionalization, frequent changes in residential arrangements, poor interpersonal relationships, poor school attendance, and poor academic achievement. Many students with behavioral and emotional problems drop out of school before they have the opportunity to obtain the training they will need to adjust to adult life (Butler-Nalin and Padilla, 1989). Most do not pursue post-secondary education (Neel, Meadows, Levine, and Edgar, 1988) and have high rates of unemployment (Hasazi et. al., 1985). When all of these problems are factored in with the services necessary to address the myriad of needs of this population, it becomes evident how difficult the provision of transition services can be for these students. Although the classification of Willie M "disappears" at age 18 (a six month extension of services can be granted), these students are not suddenly cured after leaving high school. In fact, many of the same problems faced in adolescent intensify in adulthood. However, the presence of anti-social behavior in childhood does not always guarantee antisocial behavior as an adult (Robins, 1978). Thus students with behavioral and emotional disorders should not be "forgotten" when establishing transition services which involve a wide range of functional and community-based activities.

Many times, the behavioral and/or emotional problems of this population are seen as a reason to limit their vocational training experiences to simulated environments in controlled settings. It is vital that students with behavioral and/or emotional disabilities participate in paid and non-paid vocational training experiences during their secondary school years. These students may require extra support (e.g. individual staff supervision) or placement in a group training situation (e.g. enclaves) in order to ensure success and prevent public relations problems. However, those who use the "train-place" model with this population, may find that these students never meet the routine criteria for community-based training. It is often the case that when individualized placements are developed for students with behavioral and/or emotional disabilities, they do better off-campus than they do in the school environment.

The biggest challenge in providing community-based training to this group of students is the creation of behavior management programs that are compatible with natural environments within the community. Since it can be difficult to find job sites willing to assist with behavior management programs, the use of self-management strategies and instruction in self-control techniques can be quite helpful in this area.

The transition activities used with other populations are also appropriate for students with behavioral and emotional disabilities. Individualization is the key. The general model of transition services offered by a school system and/or the routine manner in which they are delivered may have to be adjusted for these students. In many cases, the program for this group of students will need to be individually designed, flexible, and contain unique accommodations.

Suggestions For Providing Vocational Training to Students with Behavioral and Emotional Disabilities

- Provide a structured vocational training placement outside of the home school campus prior to participation in a more public training site. Consider using community agencies (e.g. Mental Health), other schools, the central office, the bus garage, and churches. In these types of environments, there may be more control and increased tolerance while students practice self-control strategies.

- Teach social skills to assist in the development of improved interpersonal relationship skills. Many of the problems students with behavioral/emotional disabilities experience in employment settings are related to inappropriate social behaviors.

- Develop a small business but establish it at a site off-campus.

- Work with Vocational Rehabilitation to obtain as many work adjustment and situational assessment opportunities as possible.

- If a student has a Willie M. classification, work with the Willie M. Coordinator to develop a plan to use Willie M. funds to pay the student for working in the community.

- Establish an enclave or mobile work crew composed of students with a wide range of disabilities. Pair a student with a behavioral - emotional disability with a student who has mental retardation or a physical disability for the purpose of performing competitive work in the community.

- Conduct adequate assessments to determine student interests and design experiences for quality rather than quantity. Focus on providing a few very successful experiences.

- Use JTPA summer youth work programs to provide paid job placements.

- Use Job Clubs to provide peer support, motivation, and opportunities to practice appropriate social responses on the job site.

- Organize school-based group work projects such as planting a rose garden, recycling, groundskeeping, etc.

- Use supervised group volunteer projects. United Way, the Red Cross, Special Olympics, the Humane Society, and other community-service organizations always need help for special fund-raising projects or activities they are sponsoring. Be careful to follow all the guidelines for volunteer work relevant to the Fair Labor Standards Act.

- Utilize traditional "buddy" or helping programs such as (e.g. Big Brother/Big Sister, Adopt-A-Cop, Foster Grandparent, etc.) as "work buddy" programs allowing for one-on-one vocational training site supervision.

- Begin in-school 4-H clubs, boy/girl scout troops, or Junior Achievement clubs. All of these programs provide the opportunity for conducting projects which have vocational training value.

- Set up vocational training sites in the area of childcare in other special education classes. There has been good success in building self-esteem by having students with behavioral - emotional disabilities work with younger students who have severe/profound disabilities.

- When students are involved with the court system, work with judges, probation officers, and other law-enforcement related personnel to educate them about the importance of transition activities.

- If a student has mental retardation and an Axis 1 diagnosis (mental illness) apply for Client Behavioral Intervention (CBI) funds through the local mental health agency. These monies can be used to fund a one-on-one worker during school hours. This CBI worker can provide individual supervision on vocational training sites.

DEPARTMENT OF LABOR GUIDELINES

Anytime a school system implements a community-based vocational training program, care must be taken to ensure compliance with all federal and state labor guidelines, specifically with the Fair Labor Standards Act (FLSA). The FLSA is administered and enforced by the Wage-Hour Division of the Department of Labor and establishes minimum wage, overtime pay, equal pay, recordkeeping, and child labor regulations. In a Dear Colleague letter issued jointly by the U.S. Department of

Labor and the U.S. Department of Education in 1992 (See Appendix BB for a complete copy of the Dear Colleague letter) a clear commitment was made to community-based transition activities for students with disabilities. However, the letter also made it clear that transition activities can not take place under conditions that will jeopardize the protection afforded to program participants by the Fair Labor Standards Act. Basically, school systems must not create vocational training conditions that could result in the student entering into a employment relationship, unless the student is compensated for the work performed. Where all of the following criteria are met, the U.S. Department of Labor will not assert an employment relationship for purposes of the Fair Labor Standards Act:

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above minimum wage is not immediately obtainable and, who because of their disability, will need intensive on-going support to perform in a work setting.

- Participation will be for vocational exploration, assessment or training in a community-based placement work site under the general supervision of public school personnel.

- Community-based placements will be clearly defined components of individualized education programs developed and designed for the benefit of each student. A statement of needed transition services established for the exploration, assessment, training or cooperative vocational education components will be included in the student's Individualized Education Program.

- Information contained in a student's IEP will not have to be made available, however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such components does not entitle the student-participant to wages.

- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

1) there has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business;
2) the students are under continued and direct supervision by either representatives of the school or by employees of the business;
3) such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business; and ,
4) the periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:

Vocational Exploration	5 hours per job experienced
Vocational Assessment	90 hours per job experienced
Vocational Training	120 hours per job experienced

- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

The Dear Colleague letter clearly outlines the conditions under which community-based vocational training is acceptable under the FLSA. School staff must be careful to ensure that the training received by the students is similar to that which would be provided in a vocational school, that the students needs are met first (over the needs of the business) with the employer deriving no advantage, that students understand they are not entitled to wages or to a job at the end of the training period, and that students are in no way being used to displace employees, fill positions, provide additional services or relieve employees from regularly assigned duties. If all of the trainee criteria are met for each and every student at each and every vocational training site, the school system should be in alignment with the requirements of the FLSA (See Appendix CC: Guidelines For Student Workers).

Volunteering

Some school systems have a volunteer component in their community-based vocational training program. Allowing students to "volunteer" does not alleviate a school system's responsibility for compliance with the FLSA and, in some cases, may even result in the need for closer adherence to guidelines and additional documentation concerning the nature of the volunteer activities. In general, anyone has the right to volunteer their services for humanitarian purposes without any expectation of employment or compensation. True volunteer work is normally done for agencies that have a non-profit status. Volunteering is an option that students with disabilities should have the right to, however, due to their potential vulnerability (because of their disability and their status as a student), a school system should take precautions to ensure that volunteering is truly a choice, and not the result of teacher expectations or program requirements. Before a student with a disability is allowed to volunteer, the following questions should be asked for each situation:

1. Is the individual choosing to volunteer even after the offer of other paid and nonpaid vocational opportunities has been made?
2. Is the volunteer placement an accepted and bona fide volunteer position in the community and not just a position created specifically for this student?
3. Are there other individuals without disabilities volunteering at this organization in a similar capacity?
4. Is the student competent to volunteer his or her services? If not, has the parent or guardian approved of the volunteer work? In other words, have all involved parties agreed to the volunteer placement?
5. Is the volunteer work being performed significantly different from work for which the student is paid at other times or would be paid for in another situation?
6. Have all parties agreed that pay will not be expected in return for the volunteer work? (Love, 1994).

Child Labor Laws

Once the staff involved in off-campus transition activities have familiarized themselves with the guidelines associated with the FLSA and have implemented policies and procedures to ensure ongoing compliance with these regulations, there is one other area covered by the FLSA which must be considered. FLSA also covers child labor guidelines and these must be strictly adhered to in all aspects of vocational training (both paid and nonpaid) for all students below the age of 18.

Child labor regulations are in place to ensure that work does not interfere with the education of minors and that minors are not employed under conditions that would be detrimental to their health or well-being. All students under 18 years of age who are employed, must complete a North Carolina Department of Labor Youth Employment Certificate prior to beginning work. This certificate can be obtained from the Department of Social Services, and requires a birth certificate to document proof of age. The Department of Labor has set forth guidelines restricting the amount of work and the type of work that certain age groups may perform. For nonagricultural work, the following conditions apply:

- **Ages 14 and 15** Minimum age for employment in specified occupations outside school hours for limited periods of time each day and each week. Minors who are 14 and 15 years old may not be employed:
    1. during school hours, except as provided for in Work Experience and Career Exploration Programs (WECEP);
    2. before 7:00 A.M. or after 7:00 P.M. (9:00 P.M. from June 1 through Labor Day - with specific times depending on local standards);
    3. more than 3 hours a day on school days;
    4. more than 18 hours a week in school weeks;

5. more than 8 hours a day on nonschool days; or
6. more than 40 hours a week in nonschool weeks.

- Age 16 — BASIC MINIMUM AGE FOR EMPLOYMENT. At 16 years of age youths may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. Ages 16 and 17 may not work from 11:00 P.M. - 5:00 A.M. (exemptions available with written permission from parent, guardian or principal) when school is in session. No time restrictions exist when school is not in session.

- Age 18 — Minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

Child labor regulations in addition to indicating the times and hours permissible for youth to work, also declare certain types of employment off-limit to youth under 18 years of age due to the hazardous nature of the jobs. The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor, "shall find and by order declare" to be particularly hazardous for 16 and 17 year old persons, or detrimental to their health and well-being. The 17 hazardous occupations now in effect include:

1. manufacturing and storing explosives;
2. motor-vehicle driving and outside helper;
3. coal mining;
4. logging and sawmilling;
5. power-driven woodworking machines;
6. exposure to radioactive substances;
7. power-driven hoisting apparatus;
8. power-drive metal forming, punching and shearing machines;
9. mining, other than coal mining;
10. slaughtering, or meat-packing processing, or rendering;
11. power-driven bakery machines;
12. power driven paper products machines;
13. manufacturing brick, tile, and kindred products;

14. power-driven circular saws, band saws, and guillotine shears;
15. wrecking, demolition, and shipbreaking operations;
16. roofing operations; and
17. excavation operations.

The restrictions on the types of work performed are even more limited for students under 16 years of age. Among the types of work which 14 and 15 year olds are not allowed to perform include any manufacturing occupation, mining, processing, public messenger services, operation of various machinery, warehousing, public utilities, construction, cooking, and baking (with some exceptions). For a complete listing, along with detailed explanations of hazardous occupations from which youth are restricted, refer to the Department of Labor publication WH-1330 (August 1990) Child Labor Requirements in Nonagricultural Occupations Under the Federal Labor Standards Act, Fact Sheet No. ESA 86-2 U.S. To obtain information concerning employment restrictions related to farm work refer to the Department of Labor Program Highlights and Department of Labor Bulletin No. 102.

All child labor laws and regulations should be adhered to in a community-based vocational training program, as well as in individual job placements. Failure to consider these guidelines could cause serious liability problems for a school system in the event of an accident and/or compliance issues in the event of a complaint filed on the behalf of your students with the Wage and Hour Division of the Department of Labor.

Work Experience And Career Exploration Programs (WECEP)

Some school systems may have an interest in placing students under the age of 16, in paid employment in the community during school hours. This is not allowed unless there is a federally approved Work Experience and Career Exploration Program (WECEP) for the whole state. Under a WECEP, 14 and 15 year olds can be enrolled in and employed as part of a school supervised work experience program during school hours. Only a state agency (usually the Department of Education) can apply for and receive a two year approval to allow the operation of Work Experience and Career Exploration Programs across the state. If a state has an approved WECEP, 14 and 15 years who are properly enrolled in the program are allowed to work no more than 23 hours in any one week when school is in session, and not more than three hours in any day when school is in session, any portion of which may be during school hours. At the present time, the state of North Carolina does not have approval for the administration of Work Experience and Career Exploration Programs. However, students who are 14 and 15 years of age may participate in non-paid community-based vocational training, as long as all other FLSA guidelines are followed.

Documenting And Establishing Policies For Compliance With FSLA

A vocational training program aimed at ensuring successful transition into competitive employment after graduation, will have both paid and non-paid options for students. The documentation required for paid versus non-paid vocational training experiences differ somewhat, however in both cases, a school system should have written policies and ensure that all staff involved in the implementation of the off-campus vocational training program, are aware of FLSA guidelines and the school system's strategies for ensuring compliance. **Parental permissions, student contracts, and business agreements are required for both paid and non-paid experiences.**

Non-Paid Vocational Training Experiences

- **The transition component of the IEP for each student involved in non-paid community-based vocational training should clearly state goals/objectives for the training. The training should be relevant to the student's post-secondary employment outcomes. Ideally, students should** be given the opportunity to choose among a variety of different training sites.

- Although the time limits set forth in the Dear Colleague letter for vocational exploration, vocational training, and vocational assessment will not be the sole basis upon which an employment relationship will be determined, these time frames should be followed.

- All community-based vocational training should be conducted within normal school hours and should be based upon documented student needs.

- Child labor guidelines should be followed in establishing community-based vocational training sites. Only occupational areas suitable for students under the age of 18 should be included. Even if some students in the program are over the age of 18, child labor laws should be followed. In most cases those students remaining in the program past the age of 18 will be mentally handicapped, and there may be a question of liability if an accident were to occur.

- Parental permission must be obtained for the student's participation in the community-based vocational training program and parents must be kept informed of changes in the program and of the student's progress. The parental permission agreement should contain, in addition to the standard statement granting permission for participation; 1) a statement concerning student insurance; 2) an indication as to how the student's performance on the training sites will be used to determine grades/credits; 3) a clear statement indicating that the student will not be entitled to wages or to a job at the training site after the completion of training; 4) a statement concerning transportation arrangements; and, (5) a statement granting permission for school staff to obtain medical care in the event of an emergency at the training site. Some school systems use a separate form for permission to obtain emergency medical treatment.

- A release of information should be signed for each student so that relevant information about the student can be shared with appropriate representatives of the business.

- Students should sign a written agreement concerning their participation in the community-based training program. The student contract should contain the following information; 1) an indication as to how their performance at the training site will affect their grade/credits; 2) a clear statement indicating that they will not be entitled to wages or a job at the training site after the completion of the training; 3) behavioral expectations; and, 4) the consequences for behavior problems related to the training site (See Appendix DD for an example of a student contract).

- Signed written agreements should be in place between the school system and the local businesses/industries providing the vocational training sites. These agreements should include the responsibilities of the local business (FLSA compliance issues, the responsibilities of the school, the schedule for community-based vocational training, and any other special conditions relevant to the training site (See Appendix EE for an example of non-paid training agreement).

- There should be clearly designated student supervisors for all community-based vocational training sites. If a member of the school staff is not going to be present at all times on the training site, an employee of the business should be designated as the student supervisor. Also, a member of the school staff should be designated as the indirect supervisor and school contact for the training site.

- Job duties for each training site should be predetermined.

- Transportation should be arranged to all training sites. Parents and students should be informed of these arrangements.

- There should be a regular system for the evaluation of student performance at the training site. Business representatives should be involved in the evaluation process (See Appendix FF for an example of a vocational training student evaluation form).

- A clear record should be maintained on each student indicating the dates and times they were involved at various community-based training sites. Whenever possible students should be given responsibility for maintaining these records (with adult supervision) (See Appendix GG for an example of a student off-campus vocational training record).

Paid Vocational Training Experiences

There are many reasons for including paid employment opportunities as part of the transition services provided to students with disabilities. Money is a great motivator and provides students with an additional incentive for doing good work. Payment of students may eliminate potential problems with the Department of Labor and may also serve to prevent the trivialization of student contributions. Businesses receive a different message about students with disabilities when payment for work is received. Payment indicates a student's work is important and worthy of compensation. Students also receive the message that their work is of value.

Research has shown that one of the determining factors for successful competitive employment after graduation for students with disabilities is paid employment prior to exit from high school. Follow-up studies have indicated that vocational education and part-time employment during high school are correlated with post-school employment regardless of the method of exiting school (Hasazi, Gordon, and Roe, 1985). Edgar (1987) reported that students employed before graduation were more likely to stay in school, remain employed after high school, seek post-secondary education, and become self-supporting adults.

The provision of paid vocational opportunities can occur in several ways. A school system can assist students in obtaining paid competitive employment through part-time jobs either during school hours (if the student is 16 years of age or older) or during non-school hours. In paid competitive employment, the student is actually an employee of a local business working for competitive wages. This job placement can be shown on the transition component of the student's IEP and school staff can communicate with the student's supervisor at his or her job to assess student performance.

Another option for providing students with paid employment is to place students in local businesses performing compensable work and paying the students at least minimum wage for the work performed. Of course, to pursue this option, there must be a funding source for the student's wages since in this case the student would not be compensated by the business. Some options for funding paid work includes; 1) contributions from organizations such as the Arc; 2) funds from grants; 3) Carl Perkins funds; 4) Exceptional Children's funds; and 5) JTPA funds.

Special Worker Certificate

Another option for providing paid work is to obtain a Special Certificate from the U.S.Department of Labor granting permission to employ workers with disabilities at special minimum wages (See Appendix HH: Employment of Workers With Disabilities Under Special Certificates). Students with disabilities may not always be capable of initially performing job duties at the same level of quality and quantity as individuals without disabilities. A Special Worker Certificate allows persons with disabilities to be paid based on their quality and quantity of work, therefore alleviating the minimum wage requirement. Employment of a student with a disability under a special certificate requires that the student be truly disabled for the work performed, commensurate wages be paid, and pay be based on the individual's productivity.

An application for a Special Worker Certificate must be completed and approval must be obtained before a subminimum wage program can be implemented. The Special Worker Certificate falls under Section 14 of the FLSA and the following are required for it's maintenance:

1. **Verification of Disability(ies).** Each student covered under the Special Certificate must have a documented disability which causes him or her to be disabled for the work being performed. This documentation can be in the form of medical reports and/or psychological reports.
2. **Production Standards.** Each job performed by students under the Special Worker Certificate must have a production standard established. A production standard is the acceptable quantity and quality standards for the job. In other words, if a person without a disability was performing this job, how well would he or she do it and how long would it take to do it?
3. **Proof of Productivity.** Each student covered under the Special Worker Certificate must have an initial productivity rating established for each job they are working and updated productivity ratings done at least every 6 months. These productivity ratings determine the quality and quantity of each student's performance in a specific type of work.
4. **Prevailing Wage Surveys.** A prevailing wage must be established for each job performed by students covered by the Special Worker Certificate. The prevailing wage is determined by surveying similar jobs in the community to determine the pay for an experienced worker,

performing that type of work, and then averaging these wages to determine a prevailing wage. The prevailing wage is then the basis for paying the students. For example, if the prevailing wage for groundskeeping is $6.00 per hour, a student working at 50% productivity (quantity and quality of work) would make $3.00 per hour. The Special Worker Certificate gives approval for this sub-minimum wage payment.

5. **Proof of Hours Worked.** Time sheets must be maintained for each student indicating the dates and times worked at each job. This information is used to calculate student payroll (Department of Labor, 1989).

If a school system has a Special Worker Certificate, they must submit a report every other year to the Department of Labor Office, 230 S. Dearborn Street, Chicago, Illinois, 60604 (312) 535-7280 (See Appendix II: Application for Authority to Employ Workers with Disabilities at Special Minimum Wage). This report includes information concerning the students covered under the certificate, the types of work performed, prevailing wage surveys, production standards, and student productivity rates. Based on this report, a new certificate is issued for the next two years.

The implementation of a Special Worker Certificate will also involve maintaining student employment files (i.e. Social Security Card, Work Permit, Birth Certificate, I-9 Form) and generating a student payroll. There are two ways to pay students who are working under a Special Worker Certificate. First, students can be paid on a regular payroll as employees of the school system, in which case FICA and the appropriate taxes must be withheld from the paycheck. In this case, students must complete all tax papers relevant to employees.

The second method, which has potentially less legal ramifications for a school system is to pay the students using the IRS Form 1099. In this case students enrolled in community-based training would not be considered employees of the school system for federal employment tax purposes and an employment relationship would not be intended by either party. These students are treated as non-employees under Internal Revenue Service rules. Student remuneration is not reported on IRS Form 941 as wages paid. The school system has to furnish each student who has an annual remuneration of $600.00 or more, the IRS Form 1099 - Misc instead of an IRS W - 2. Students with annual remuneration less than $600.00 are not required to report under IRS rules. All students are responsible for reporting their total income for the year. Students complete the IRS Form W - 9 instead of IRS Form W - 4 when entering the paid community-based training program. In addition to working closely with the school system's Finance Officer and payroll department, it is also recommended that the services of a labor consultant familiar with Special Worker Certificates be obtained to ensure that all compliance issues are adequately addressed.

There are several resources available from the U.S. Department of Labor concerning issues related to community-based training:

- Handy Reference Guide to the Fair Labor Standards Act, WH Publication 1282
- Employment Relationship under the Fair Labor Standards Act, WH Publication 1297
- Interpretive Bulletin, Part 785: Hours Worked Under the Fair Labor Standards Act of 1938, As Amended
- The Child Labor Requirements in Non-agriculture Occupations under the Fair Labor Standards Act, Child Labor Bulletin No. 101
- The Child Labor Requirements in Agriculture under the Fair Labor Standards Act, Child Labor Bulletin No. 102 (Appendix JJ contains a complete listing of all subminimum certificates issued under FLSA which can be used for students).

CLOSING COMMENTS

Although community-based training is one of the most important components in preparing youth with disabilities for transition into the community, it should be offered as part of an array of transition services. Community-based training must also not be limited to only one area of instruction. It must be offered in all the areas in which a student is expected to independently function after graduation - employment, residential, recreation, community service utilization, and activities of daily living. Following are some final considerations to help educators implement a successful community-based training program:

1. Develop all training sites with the student's needs in mind.

2. Develop user-friendly task analyses for all skills.
3. Train precise steps, but don't lose sight of the total task.
4. Decide on a method for data collection and be consistent.
5. Plan to use natural cues, natural consequences, and natural reinforcers.
6. Ensure reliable transportation.
7. Ensure student safety and prevent liability issues.
8. Keep parents and students well-informed.
9. Ensure an open line of communication between the school and the contacts at the training sites.
10. Handle behavior problems that occur on the training sites efficiently and expediently.
11. Remember to "recognize" your training site sponsors in a tangible manner (e.g. certificates, thank-you notes, appreciation gifts, etc.)
12. Never forget the importance of public relations.

The old chinese proverb, *"I hear and I forget; I see and I remember; I do and I understand"* should be the rallying cry behind the implementation of community-based training. Educators (particularly administrators) must understand that the walls of a special education classroom have expanded to include all aspects of the community. In essence, the special education classroom is now the community. If the true test of a special educator's effectiveness is the ability of their students to generalize the skills learned in a simulated environment to the contextual setting in which they will ultimately be used, then community-based training is not only vital to student achievement, but necessary to determine the effectiveness of the educational services being provided.

BUSINESS AND INDUSTRY INVOLVEMENT

Much of the legislation concerning education in the last decade has been directly related to preparing students for the highly technological world of work that has been evolving in the United States. The preparation of competent workers is essential to ensure our nation's place as a leader in the world's economy. The Carl Perkins's Act, the School-to-Work Opportunities Act, and IDEA all are aimed at preparing young people for competitive employment. Recent policy changes related to Social Security and welfare reform reflect our nation's goal of encouraging independence through employment. The "Excellence" reports during the 1980's pushed schools to implement higher academic standards and more rigorous testing requirements. However, despite a wave of educational reform, business leaders still reported that recent high school graduates were not equipped with the needed skills to be successful in the workplace.

Although the number of jobs categorized as professional (i.e. requiring a baccalaureate degree) have remained fairly constant since the 1950s and is predicted to do so through the year 2000, the number of skilled jobs has increased. In the 1950's, 60% of all jobs were unskilled and 20% could be described as skilled. In 1991, the number of skilled jobs increased to 45% and is predicted to be as high as 65% by the year 2000 (Martin, 1995). Thus, a sense of urgency has gripped the educational system in the last few years to provide students with not only a sound academic knowledge, but also with the work-related skills needed to ensure a high level of achievement in the career of their choice, either through further training or by successful admission into entry-level employment.

Many high schools are restructuring to accomplish integration of vocational education and academic programs and provide "work experience" opportunities prior to graduation (e.g. High Schools That Work Program). The motivation for learning is shifting from one of personal satisfaction to economic survival.

Today's employers want employees who are capable of providing a high level of service and quality. They also want individuals who can recognize and solve problems, make sound decisions, get along well with others, manage money, recognize safety issues, exhibit good work ethics, and who have the ability to learn job-related technological skills. As discussed in Chapter 1, unemployment has been a problem faced by many special education graduates. There are many obstacles that must be overcome by individuals with disabilities when they pursue competitive employment. Following is a list of the more common barriers.

Obstacles to Employment

- Economic and benefit disincentives
- Employer perceptions and attitudes
- Low expectations by family and professionals
- Fears and concerns of family members
- Lack of family support
- Lack of interagency coordination
- Lack of transportation
- Lack of supported employment options
- Lack of appropriate social, behavior, and vocational skills
- Lack of follow-up after job placement
- Labor market limitations
- Lack of a personal motivation to work
- Lack of comprehensive transition services

A Louis Harris survey in July, 1994 noted the most important reasons persons with disabilities were not working. These reasons included: (1) the individual's disability or health problem severely limited what the individual could do; (2) employers' inability to recognize that individuals with disabilities have the ability to do a full-time job; (3) the belief that full-time work was either not available in the preferred line of work or the individual was unable to find full-time work in the occupational area they desired; (4) a lack of skills, education, and training needed to obtain a full-time job; (5) the fear of losing benefits; (6) a lack of transportation and/or housing near potential employment; (7) the need for a personal assistant on the job; and (8) the need for special equipment (National Organization on Disability, 1994).

Students with disabilities who are ultimately successful in post-school employment have adequate interpersonal relationship skills, a personal interest in having a job, efficiency, dependability, and demonstrate the ability to adapt to changes in the workplace (Chamberlain, 1988). On the contrary, the attributes that cause individuals with disabilities to fail in competitive employment are the same attributes that would cause anyone difficulty on the job; 1) an unacceptable personal appearance; 2) failure to communicate with the supervisor; 3) poor attendance; 4) excessive tardiness; 5) insufficient speed and accuracy; 6) inappropriate interactions with supervisors, co-workers and customers; 7) dependence on supervision; and, 8) maladaptive behaviors (e.g. off task behavior, noncompliance, aggression) (Karan and Knight, 1986).

It is obvious that programs preparing youth with disabilities for future employment must be cognizant of "what employers want in an employee" and ensure that there are measures in place for providing students with the vocational and social training needed to compete in the world of work. One source of information about employer expectations is the 1991 federal report "What Work Requires of Schools" (SCANS - Secretary's Commission on Achieving Necessary Skills). SCANS identifies skills and competencies needed to ensure readiness for employment in all occupational areas. Areas of importance focus on foundation skills (basic academic skills, thinking skills and personal qualities) and workplace competencies (ability to productively use resources, interpersonal skills, information systems, and technology). Before developing transition programs aimed at competitive employment placements, staff must become familiar with the industry skill standards for success in a specific career.

To accomplish the goal of graduating youth who are vocationally well-prepared, schools must enter into a variety of "partnerships" with local businesses and industries. Members of the business community must be key players in the transition process. The results of active business/industry involvement can benefit both the students and the employers within a community. Some of these benefits are discussed below.

Benefits of School and Business Partnerships

Additional resources and expertise. Local employers are well aware of what is needed for success on the job and can guide transition staff in developing a curriculum that meets the needs of the students, while also meeting the needs of the business community. Skills that educators (who may have a limited background in industry) think are important, may in essence have little relevance to job success. Also, business leaders can provide resources such as classroom speakers, donations of supplies/equipment, and monetary donations. Businesses and industries can also become involved through the provision of paid contracts for a school factory.

Increased understanding between business/industry and education. The world of business is very different from the environment of the public schools. Business leaders and educators need to educate each other about their respective fields and develop an attitude of partnership. After all, well-prepared graduates are the goal of the educators and the desire of business/industry. A strong commitment by both parties to this end is an essential requirement of any vocationally based program.

Identification of trends in economy. Successful vocational programs focus on preparing students in areas where job opportunities are available. Business leaders stay abreast of changes in the economy and can make recommendations to school personnel about present and future job opportunities.

Advocates of workers with disabilities. Individuals with disabilities often need a mentor or advocate to "get their foot in the door." Members of the business/industry community may be more willing to listen to another member of their field than to an educator when it comes to hiring workers with disabilities.

Program Consultation. Business leaders have expertise in areas such as labor laws, cost analysis, resource management, employee evaluation, program evaluation, and team building. Many businesses are more than willing to provide on-site consultation (free of charge) to schools seeking to establish vocational training opportunities. Examples include using a Human Resource Manager to give ideas on job seeking skills training or using an Industrial Engineer to advise on the physical layout of a school factory. Front line supervisors can also provide insight into the design of student vocational training evaluations which are similar to the actual employee evaluations that students will face once they are in a competitive employment situation.

Provision of actual training and work sites. In order for students with disabilities to develop actual work skills and identify future career interests, they must have access to job sites in a variety of occupational areas. This is only possible through the cooperation of local businesses and industries who can provide real work environments in which to practice skills. Job sites can provide opportunities for job shadowing, job sampling, enclaves, and individual job placements (Brolin, 1995).

Moving about in the world of business is a new experience for educators. Many people who have chosen education as their career moved straight from college into teaching and, other than a few part-time jobs, have never actually experienced working long-term in another occupation. Therefore, many educators are not only unfamiliar with the demands of other career fields, but they may have very limited personal experience in finding jobs. Therefore, while developing contacts with local businesses/industries is an important part of any vocational program for students with disabilities, it can also be one of the most difficult. Businesses are needed to provide job shadowing sites, contracts for the school factory, community based training sites, individual placements, and as a source for a variety of other resources that can enhance the effectiveness of transition services. It is important for educators to avoid "making it up as they go" when doing job development. The following section describes a variety of strategies transition staff can use when contacting businesses.

Strategies For Making Business Contracts

1. Begin by learning what your local community has to offer in the area of employment. This can be accomplished through a Job Market Screening. A Job Marketing Screening includes:

    A. Contacting the Chamber of Commerce for a listing of local businesses.
    B. Meeting with a representative from the Employment Security Commission to discuss local employment opportunities. Hopefully, the Employment Security Commission has been

included on the Community Level Transition Team and this agency will be familiar with the school system's transition goals.

C. Monitoring the local want-ads to determine which businesses have needs that the transition program or students can fill.
D. Checking out local job listing information boards. These can be found at local colleges, community centers, the Department of Social Services, and sometimes at local convenience stores.
E. Looking for "help wanted" signs in the community.
F. Looking in the yellow pages of the local telephone directory.
G. Meeting with the School Vocational Rehabilitation counselor.
H. Making a list of businesses who have "problems" that could possibly be solved through paid community-based training contracts or by individual employment of persons with disabilities. These problems include:

    1. high turnover or absenteeism;
    2. under-utilization of workers on routine tasks;
    3. low productivity due to boredom;
    4. setting work aside that is not cost effective or would be too labor intensive;
    5. routine overtime pay;
    6. workers taking work home;
    7. use of expensive manpower service contracts;
    8. lack of compliance (or wishing to show good intent) with Affirmative Action programs or the Americans With Disabilities Act; and,
    9. expansion or opening a new facility (Pane, 1992).

2. Use the information gathered through the Job Market Screening to begin the compilation of a **Job File**. A Job File is composed of index cards listing the following information on local businesses:

    A. the name, address and telephone numbers of local businesses;
    B. the name of a contact person at the business. The most appropriate contact person at a large business is the Human Resource Manager. If the business is small and locally owned, list the name of the owner and/or manager;
    C. the occupational category(ies) under which the business falls;
    D. the types of jobs available at the business, the qualifications for the positions, and some examples of job responsibilities; and

E. other relevant information including company size, years in operation, chain or locally owned, average pay range for entry level positions, benefits, etc.

3. Investigate large corporations with national programs/policies for hiring individuals with disabilities to determine if there are any local branches in your community. Several big corporations have national policies and programs in place encouraging their local branches/offices to hire employees with handicaps. Some of these include Mariott, Dupont, IBM, Hardees, Hewlett-Packard, Sea World, KOA Campgrounds, and Pizza Hut.

4. Meet with others who are contacting businesses for potential vocational training sites and individual placements to coordinate business contacts (e.g. Vocational Rehabilitation, local community rehabilitation agencies, Workfirst, JTPA, and educators working with Job Ready). Local employers will quickly become frustrated if "too many people are knocking on their door." If everyone is working together, employer contacts can be coordinated. A Community Level Transition Team can help coordinate job development.

5. Develop an information package for businesses. This package should include a brochure, a business card (for the school contact person), and easy to understand explanations of the possible ways that businesses can become involved with the transition program. It also makes the package attractive if a pen/pencil and a pad of paper with the program's logo are included.

6. Do natural supports surveys or interviews with students to determine potential job leads that may already be available to them. For example, job leads may be found where their parents, siblings, other family members, friends and/or neighbors are already employed.

7. Get involved in activities that allow networking with local employers. Offer to host a Chamber of Commerce gathering, join business-related groups, and do presentations for business-related organizations (e.g. Rotary, Kiwanis, Jaycees, Business Leader clubs,).

8. Begin to approach employers concerning ways they can become involved in vocational training for students with disabilities. When arriving at this point remember the following things:

A. Visit the employer at a convenient time. Make an appointment if at all possible (initial appointments should not be more than 10 - 15 minutes in length), but be prepared for employers to just ask for some written information. It may be appropriate sometimes to just "drop-by." The formality of your approach should match the formality of the business. Don't miss opportunities to publicize the program when just out in the community conducting routine business (e.g. picking up drycleaning, shopping, paying bills, etc.). Always keep information packages in your car.

B. Approach employers in a friendly, positive manner. Show an interest in helping the employer as well as meeting the needs of the students. Remember that enthusiasm is a powerful motivator. The person making contacts with local employers should have all the characteristics of a good salesperson. The primary trait that is needed, is a sincere belief in the quality of the program and the abilities of the students.

C. Try to talk to the person in the business who has the authority to make decisions related to the establishment of partnerships or at least has the clout needed to convince the "boss."

D. Always maintain a professional manner in dress and handle the contact with the employer as if it were a "job interview." First impressions are important.

E. Use terms in the meeting with the employer that he or she can understand. Refrain from special education jargon.

F. Fully explain the role of the school staff, the role of the employer, and be prepared to give work-related information about students with disabilities. Be knowledgeable about the issues/concerns that may come up during the contact such as wages, liability, transportation, on-site supervision, etc. Be familiar with the positive statistics concerning the employment of persons with disabilities.

G. Have an information package available to leave with the employer. Often a few pictures of the students working and/or training at other business sites are beneficial to share with the employer.

H. If the vocational program has already established some successful job training sites or has made some successful job placements, be prepared with "references."

I. If approaching an employer about an individual job placement, it is helpful to take the Vocational Rehabilitation counselor or the job coach along so that services can be coordinated. In addition, the Vocational Rehabilitation counselor and the job coach have special training and experience in job development which can be helpful to school staff.

According to Drake University's National Vocational Rehabilitation Job Development/Job Placement Institute, there are several common errors which novices make when contacting employers. Several of these by themselves might be enough to jeopardize securing a potential job training site or job placement.

Do and Don't List For Employer Contacts

- Marketing to the wrong person
- Bringing up objections before the employer does
- Overselling the school, client, services, and oneself
- Talking too much and talking *at* the employer
- Listening too little and interrupting the employer
- Using rehabilitation jargon and terminology
- Being disorganized or unprepared
- Failing to establish an identity or purpose of efforts
- Failing to leave a business card
- Overemphasizing placement and deemphasizing service
- Failing to follow up after making an initial contact with the employer
- Siding with either management or labor
- Being impulsive or condescending
- Failing to know when to "back off"
- Demonstrating a lack of self-confidence (Clark and Kolstoe, 1995)

Keul (1991) suggests a three-phase sales pitch for job development of individual placements: (1) sell the program; (2) sell the student; and, (3) close the sale. In this approach, personnel doing job development must avoid presenting "a human services image" and instead recognize the importance of being prepared, presenting a professional (business) image, and being concise and efficient.

Sell The Program

1. Explain that training will be provided at no cost.
2. Note no cost employee recruitment.
3. Give a guarantee of follow-along.
4. Guarantee the job will get done.
5. Provide new employee orientation.
6. Indicate a commitment to the company (its interests and its image).

Sell The Student

1. Sell ability, not disability.
2. Describe disabilities in the most positive light possible. Stay away from labels and I.Q. scores.
3. Assess client liabilities honestly.

Closing The Sale

1. Set a starting date for the job. Don't leave the sell open-ended.
2. Make a follow-up appointment or date for follow-up phone call.
3. Get a referral to another company.
4. Be persistent. Landing jobs is a "numbers game."

As mentioned previously, it is important to be knowledgeable about work-related information concerning persons with disabilities. Many businesses will certainly have an interest in becoming involved with vocational training or job placement for persons with disabilities based on the concept of helping the schools prepare youth for future employment. However, the world of business is not a charity driven system, it is a profit driven system and most employers will have concerns about training and employing youth with disabilities. These concerns will be more pronounced when discussions are being held concerning individual job placements. Some interesting statistics in a 1982 study conducted by E.I. Dupont de Nemours and Company concerning the employment of individuals with disabilities, demonstrates their work potential:

- **Safety (Accident Rate).** When exposed to the same job hazards, persons with disabilities have fewer accidents resulting in disabling injuries than the average worker. When looking at minor accidents, the rate between the average worker and workers with disabilities is about the same.

- **Attendance.** Individuals with disabilities use less sick time, have more unexcused absences, fewer excused absences, and higher than average punctuality.
- **Performance/Productivity.** Once an individual with a disability has mastered the tasks associated with his or her job, performance and productivity is equal to or better than their co-workers without disabilities.
- **Job Stability/Tenure.** Individuals with disabilities have greater job stability than the average worker.
- **Job Satisfaction/Motivation.** Compared to workers without disabilities, those with disabilities are more motivated and have a higher level of personal job satisfaction.

The 1981 Du Pont study concluded that,

> *"Clearly, individuals with handicaps, whatever the impairment, are well able to meet the challenges of their job. Like their co-workers without disabilities, employees who are handicapped are safe, productive, and dependable."*

Other benefits experienced by communities where local businesses hire individuals with disabilities are: an increased supply of manpower for industry, a reduction in the local unemployment rate, improved purchasing power of the public, and good public relations due to businesses being viewed as "cooperate good citizens."

Most employers (if not all) will at least have heard about the Americans With Disabilities Act of 1990 (PL 101-336) and some will have had extensive training in its various requirements. Although employers are fearful of lawsuits arising from charges of discrimination due to the Americans With Disabilities Act, and the media has fueled these fears with reports of ungrounded lawsuits, a 1995 Louis Harris Poll found that 66% of managers reported the amount of litigation involving their companies had not changed at all since the passage of the American's With Disabilities Act (National Organization on Disability, 1995). When making business contacts, the school personnel should be knowledgeable of the ADA and it's components, in order to address employer questions and concerns.

The Americans With Disabilities Act

The Americans With Disabilities Act (ADA) was signed by President Clinton on July 26, 1990. ADA is a federal mandate which prohibits the discrimination of individuals with disabilities in five areas; 1) employment; 2) public accommodations; 3) transportation; 4) telecommunications; and 5) state/local government services.

The Rehabilitation Act of 1973 prohibits federal and federally funded agencies from discriminating against persons with disabilities. ADA extends these protections to the private sector. Title I of the Americans With Disabilities Act focuses on the area of employment. ADA is enforced under Title VII of the Civil Rights Act of 1964 and complaints are handled by the Equal Employment Opportunities Commission (EEOC). In order to be covered by the ADA legislation, a person must have a physical or mental impairment that substantially limits one or more major life activities. According to the ADA, businesses (except those with less than 15 employees) are prohibited from discriminating against individuals with disabilities in all employment practices, if the person is otherwise qualified. A qualified individual is one, who despite their disability, can perform the "essential" functions of the job. Essential functions are the physical and mental abilities normally required to perform a job. Employment practices where discrimination is prohibited include things such as job application procedures, hiring, advancement, compensation, training, tenure, lay-off, leave time, fringe benefits, recruitment, and advertising. Businesses must also provide "reasonable accommodations" that do not pose an undue hardship on the employer. Factors included in determining undue hardship include cost, disruption of the company's production, size, and nature of the company (U.S. Equal Employment Opportunity Commission and U.S. Department of Justice-Civil Rights Division, 1992). Following are examples of the types of reasonable accommodations that can be provided for individuals with disabilities in an employment setting.

Reasonable Accommodations

Structural Accommodations - Involves changes that make existing facilities readily accessible to employees with disabilities. These changes can include ramps, elevators, convenient parking, doorway modifications, accessible restrooms, barrier removable, and user-friendly furniture.

Modification of the Job Itself - Involves making adjustments in the actual job to accommodate the individual with the disability in a manner that allows him or her to perform the duties of the job in an efficient manner. Examples include:

A. Equipment - switch relocation, lowering/raising a workbench, substituting arm controls for hand/foot controls, or providing TDY/TDD equipment.
B. Work Area - moving an office/work area to the first floor, temperature control, light/sound signals, identifying potential safety hazards, rearranging furniture or putting in nonskid mats.
C. Work Schedule - Providing rest periods, adjusting hours, allowing work at home, or changing meal times.
D. Job Restructuring - task modifications, combining tasks, eliminating tasks or part-time aides (Bruyere and Golden, 1996).

People with disabilities often face discrimination and unfair practices in employment areas. Three in ten individuals with disabilities have actually encountered discrimination and two in three have encountered physical barriers. Not only is discrimination a fact, but it is a very real and perceived fear for persons with disabilities seeking employment. Almost half of the people with disabilities who are not yet employed, believe that, in general, employers are insensitive to the needs of employees with disabilities and almost half (49%) expect to encounter discrimination on the job site. Most believe (81%) that if it were not for their disability, they would be able to obtain their desired career goal (National Organization on Disability, 1994).

Looking at employment of persons with disabilities from the corporate side of the coin, a Louis Harris survey in April, 1995, surveyed over 400 businesses (cooperate executives and equal opportunity managers). The results indicated that there is business support for ADA. Of those surveyed, 90% indicated strong support for the provisions of ADA, 81% (compared to 57% in 1986) had provided modifications and accommodations, and 56% (compared to 46% in 1986) had established policies or programs to hire people with disabilities. One of the most encouraging points made by the survey was that 75% of the managers were very or somewhat likely to increase efforts to hire people with disabilities due to ADA (compared to 60% in 1986). Discrimination in the workplace still exists and is certainly a perceived reality by persons with disabilities, however, the ADA is creating change in the employment practices associated with hiring individuals with disabilities (National Organization on Disability, 1995).

Students should be provided with information concerning the ADA so that they are aware of the protections afforded them under the law as it relates to employment. Reasonable accommodations are only required if requested by the employee needing the accommodation. ADA is not intended to be a sword held over the heads of employers, but rather a clear message that hiring qualified persons with disabilities is a nationally endorsed expectation. When approaching businesses about potential involvement in vocational training and job placement programs for students with disabilities, school personnel can serve as a resource, assisting employers in implementing not only the letter of the law, but also the spirit. When making business contacts, it is also important to be prepared to discuss incentives that are available to employers who hire individuals with disabilities. A description of available employer incentives is provided below.

Employer Incentives

JOB ACCOMMODATIONS NETWORK (JAN)
JAN offers free comprehensive information on methods and equipment that have proven effective for a wide range of accommodations. Included are names, addresses, and phone numbers of appropriate resources. Call or write the Job Accommodation Network, WV University, 918 Chestnut Ridge, Ste. 1, PO Box 6080, Morgantown, WV 26506-6080 (800) 526-7234.

ARCHITECTURAL AND TRANSPORTATION BARRIER REMOVAL DEDUCTION (Title 26, Section 190 of the Internal Revenue Code)
Employers can deduct expenses for making a facility or public transportation vehicle owned or leased for use in trade or business more accessible to and usable by those who are disabled. Employers may not deduct any expenses incurred in building or completely renovating (more than modifying) a facility or public transportation vehicle or in normally replacing depreciable property. The most that can be deducted is $15,000.

DISABLED ACCESS TAX CREDIT (Title 26, Section 44 of the Internal Revenue Code)
An eligible small business that pays or incurs expenses for providing access to persons with disabilities in order to comply with applicable requirements under the ADA is allowed a non-refundable tax credit. The credit is 50% of eligible expenses, reasonable and necessary for facilities presently placed in service for the year, that are more than $250 but not more than $10,250. Maximum credit in any one year is $5,000 and cannot exceed tax liability for the year. Expenses used for the credit cannot also be used for the deduction for removal of barriers listed above. An eligible business is one with 30 full-time employees or less or does not have more than $1 million in gross receipts in the preceding tax year.

JOB TRAINING PARTNERSHIP ACT (JTPA) AND ON-THE-JOB TRAINING (OJT)
Training services developed through the Job Training Partnership Act (JTPA) were established by federal JTPA Title IIa and are administered by each state's Department of Labor. Services offered by each service delivery area vary within states. Services may include classroom training, vocational evaluation, on-the-job training, and other support services. These service delivery areas are established through local Workforce Development Boards, state Vocational Rehabilitation departments, county offices of employment, and training or county offices of JTPA.

Arc WAGE REIMBURSEMENT
The Arc has a wage reimbursement program of 50% of entry wages for the first 160 hours of on-the-job training and 25% of entry wages for the second 160 hours. To be eligible, a worker must be labeled mentally retarded with a documented IQ below 80, be at least 16 years old, and be unemployed for more than 7 days. The job must pay above minimum wage, and be permanent and full-time. Call or write Arc/US, 500 E. Border, Ste. 300, Arlington, TX 76010, (800) 433-5255.

WORK OPPORTUNITIES TAX CREDIT
This credit replaces the Targeted Jobs Tax Credit (TJTC) and provides a credit of 35% (a decrease of the TJTC credit of 40%) of the first $6000 earned by "disadvantaged employees", which includes workers with disabilities. Workers must work a minimum of 180 days or 400 hours in the first year (youth working summer jobs must work 20 days or 120 hours). Eligibility is limited to those people referred by the state Vocational Rehabilitation program, qualified recipients of Aid to Families with Dependent Children, veterans, food stamp recipients, summer youth employees, and ex-felons. Employees must have been hired when WOTC is in effect. As of now, the federal authorization of the tax credit will expire on October 1, 1997. Employers need to fill out an 8850 Form (can be obtained from the IRS 1-800-829-3676) at pre-employment and send it to the State Employment Security Agency (SESA) within 21 days of the hire date. The SESA will send the employer the paperwork for the tax credit. For more information contact the US Department of Labor - Employment and Training, Public Affairs Office, (202) 219-6871. (Golden, 1997).

Public Relations

Positive public relations are necessary for developing and expanding transition activities. In the final analysis, how a school system's transition services are viewed will be largely based on public perceptions. As mentioned earlier, special educators must begin to view many of the aspects of transition services in a business sense. In other words, a transition program's reputation can make or break it. In the past, educators conducted learning activities and the vast majority of instruction on the school campus and coordination with community businesses/agencies was not required. Community-based training requires the cooperation of numerous community individuals in order to provide students with the learning experiences needed for successful adjustment to adult life.

Initially, establishing community linkages may be difficult, but you will find that once you have established some positive "references", the program will begin to sell itself. The creation of a good public image can be accomplished in numerous ways and should be a priority when beginning community-based activities and throughout their duration. Some strategies for ensuring that your transition program is positively viewed by the community include:

- Make sure that all staff involved in community-based activities understand the importance of good public relations. Training will be required for staff who have traditionally not been responsible for off-campus activities. Make sure that all staff communicate problems in a timely manner.

- Provide comprehensive orientation to students who will be involved in community-based training. As mentioned in Chapter 8, the use of student contracts is a useful tool for ensuring that students take responsibility for their actions while learning in the community. Students must understand that their public behavior not only impacts on them, but also on the whole program. In general, all students should be instructed to adhere to the following basic expectations:

    1. be honest;
    2. have a positive attitude - be friendly, courteous, polite and cooperative;
    3. be reliable and prompt;
    4. ask questions when unsure;
    5. accept constructive feedback in an appropriate manner;
    6. take responsibility for actions; and
    7. give best effort at all times (Northwest Regional Educational Laboratory, 1996).

- There will come a time when an educator will be faced with a situation that requires making a decision concerning the removal of a student from community-based activities due to their behavior. Usually the behaviors requiring this type of decision are quite serious (e.g. inappropriate sexual behavior, stealing, not showing up for vocational training sites, supervisor conflicts, etc.). It may be that restriction from participating in community-based training sites for a period of time is required for a student whose actions could cause the business/agency providing the training site, to stop participating in your program. However, any student being removed from the community, should receive intensive instruction in the problem areas with the goal being reinstatement in community-based training.

- When initiating community contacts, ensure that the sites are fully informed about the program including both advantages and disadvantages to their participation. There should be a planned approach to orientating new business/agency participants to the program.

- In the initial phase of program establishment (in those early days when only a few training sites are on board) strive for perfection. Guard against mistakes. A well-established program with a good reputation may be able to weather a public faux pas, but a major mistake or too many minor mistakes, can end a program before it has even begun.

- Make communication a priority. Don't assume that no news is good news. People in the community may be hesitant to complain about a problem with a student or a staff member. Make frequent, regular contacts with persons providing training sites and create an open atmosphere where criticism does not create defensiveness.

- When problems do occur, act quickly. Go in and do whatever it takes to fix the problem and prevent it from happening again.

- All businesses serving as community-based training sites should be given the opportunity to participate in program evaluation. Evaluations should be conducted at least annually. The results of these program evaluations should guide future changes in the program.

- Build the program at a rate that is manageable. Staff may inadvertently bite off more than they can chew in their enthusiasm to build up the number of community-based training sites.

- Make sure each training site included in the program is appropriate, not only from the standpoint of student needs but also from a public relations viewpoint. Remember that schools are always under close public scrutiny. For example, it may be acceptable in some communities for students to train at a beer distribution company however in other communities, such a training site could cause public criticism.

- Always, always, always remember to thank people. Recognize community business/agencies who have helped make your program a success. These remembrances can include thank you notes (this should be a given), appreciation mugs, framed certificates, plaques, and appreciation banquets.

- Ask individuals who have been satisfied with their involvement in the community-based activities to serve as references. Get "testimonial" letters and share them with those who are considering becoming involved.

- Develop written publicity items:
    - Provide business cards for staff.
    - Develop a program brochure. This can be done inexpensively through the use of computer programs and supplies available from Paper Direct, Inc. (1-800-A-PAPERS) Box 1514, Secaucus, NJ, 07096-1514.
    - Create a promotion video about the program. A video can be invaluable in training sessions, community presentations, and job development. A commercially made video costs approximately $500 - $1000 per minute with videos usually running 5 - 7 minutes. However, often a local production company (check with your local cable station) will cut their cost for nonprofit agencies, particularly if the school staff are willing to write the script, obtain a narrator, and assist with editing. If a commercially made video is not financially feasible, you might try Create A Video. This is a process where photographs are put on video tape with background music, fonts, and graphics. Most large malls and Wal-Mart stores have this service. A final option is a slide presentation with a good taped narrative.
    - Prepare a presentation board with good photographs of the program. This can be used in local community agency fairs, presentations or displayed for a time in the lobbies of local human service agencies.
    - Develop a one-page narrative description of the program that is easily understandable to the general public.
    - Organize an attractive scrapbook outlining your program's history. Include newspaper clippings, photographs, and other items related to the program.

- Prepare a "set" (20 minutes) overview of the program that can be used for presentations to local civic and business groups.

- Ensure periodic newspaper coverage. Include items like "success stories" and community support (particularly from local businesses - this is free advertisement for them and they will appreciate it). If the community has a local cable channel, check on the possibility of having the program "highlighted" in local news programming.

- Once the program is well-established, submit it for local, regional, state, and national awards. Don't be modest. If the program is good, it deserves the recognition. Awards will create instant media coverage, increased administrative support, public awareness, and recognition to the school system. Awards lend credibility.

If a transition program is going to provide relevant and beneficial vocational training opportunities for students with disabilities, the business community must play a major role. It is important that staff work diligently toward involving a large number of businesses/industries. Businesses/industries have access to a wide range of resources that can enhance the transition services provided to students with disabilities.

VOCATIONAL EVALUATION

Special education students have traditionally been assessed through the use of a wide array of commercially available, formal, standardized assessments designed to determine vocational interests and aptitudes. In many cases, these assessments were conducted by vocational educators, vocational rehabilitation agencies, or community rehabilitation agencies. Special educators were often not involved in the actual assessment process (other than making referrals and receiving completed evaluation reports). In addition, results were often difficult to interpret and often used to exclude students from receiving services rather than providing useful instructional information.

Under IDEA, the transition component of the IEP must be developed based on vocational evaluation. The transition movement has resulted in changes to the vocational evaluation process, by placing more focus on multi-disciplinary assessment and the use of informal vocational evaluations. Vocational evaluation is one transition service that should be part of each phase of the transition process. The transition component of the IEP is developed using information from many sources, including student needs/desires and parental input. Data from a well-planned vocational evaluation process can provide reliable information which will assist in establishing realistic post-secondary goals. Because of this, it is important that the vocational evaluation process be student-centered, consumer-friendly, and provide easy avenues for parent and student involvement at each stage of the process.

Vocational evaluation is a systematic, ongoing process designed to help students and their parents understand a young person's vocational preferences and potential (NICHCY, 1990). Valid vocational evaluation results can provide the information needed to provide career counseling, make vocational placement decisions, design appropriate individualized vocational training programs, and identify needed vocational rehabilitation services.

If effective vocational evaluation and related vocational planning is to occur, there are many people that must be involved in the process, including special education teachers, guidance counselors, vocational educators, vocational evaluators, rehabilitation professionals, vocational support service personnel, school psychologists, social workers, employers, parents, and of course, the students themselves. The involvement of a wide range of people in the vocational evaluation process parallels the wide range of involvement in the transition process, and correlates with the interagency philosophy surrounding the provision of transition services. Part of the interagency planning process is the determination of what kind of information is needed, what types of evaluations are needed, where they will be conducted, and which agencies/individuals will be involved. Interagency coordination in the area of vocational evaluation is important to prevent duplication of services and to ensure that appropriate evaluations are conducted. It is important that all vocational evaluations be conducted in a manner that ensures the obtainment of reliable and useful information. Following are some general guidelines that should be kept in mind concerning the administration of vocational evaluations.

Guidelines For Conducting Vocational Evaluations

Guideline 1: A variety of methods, tools, and approaches should be used to conduct accurate vocational evaluation. A broad range of questions must be posed to determine what makes an individual and his or her abilities and needs unique. Separating an individual's attributes into categories such as interest, aptitude, and learning style helps to organize the assessment.

Guideline 2: Vocational evaluation information should be verified by using different methods, tools, and approaches. Using alternative methods or approaches to validate findings can usually be achieved by:

- observing an individual's demonstrated or manifested behaviors, such as performance on actual work;

- using an individual's self-report or expressed statement; or
- administering some type of survey, inventory, structured interview or test.

Guideline 3: Behavioral observation is essential in any vocational assessment process. Behavioral observation (e.g. observing physical performance, social characteristics, interactions with people, and other aspects of the environment) occurs throughout the assessment process. The observation process:

- can be formal or informal;
- can occur in a variety of environments;
- can be made by a variety of people; and
- should be documented and presented in an objective, non-biased manner.

Guideline 4: Vocational evaluation may be an ongoing process in career development. Individuals, especially those with disabilities, may need evaluations of varying degrees, given at different junctures, over their career life-span.

Guideline 5: Vocational evaluation should be an integral part of a larger service delivery system. Vocational evaluation should be the basis for planning needed services, resources, and supports. Vocational evaluation information should be interpreted and conveyed to the consumer, as well as others within the system.

Guideline 6: Vocational evaluation requires a collaborative approach to data collection and decision making. Vocational evaluation requires the collection of input from a variety of individuals and requires an understanding of how to use the results of the assessment process. An interdisciplinary team approach allows for the effective use of information that can be translated into effective planning, implementation activities (e.g. placements, support services and counseling), and fulfilled vocational development of consumers.

Guideline 7: Vocational evaluation should be current, valid, and relevant. The evaluation process is grounded in career, vocational, and work contexts. (Smith, Lombard, Neubert, Leconte, Rothenbacher, and Sittlington, 1996).

The more information available to team members, the student, and his or her family, the more likely that the long-range planning process will be realistic and its outcomes obtainable. As mentioned earlier, it is important to include many people in the vocational evaluation process. This will assist in insuring that all the necessary information is gathered. A comprehensive vocational evaluation should include a wide range of information from several areas focusing on vocational, academic, personal, and social issues.

AREAS OF VOCATIONAL EVALUATION

According to Sittlington (1993) there are at least ten areas that a systematic evaluation should cover. These areas are discussed below.

- **Personal/Social Skills**
  Motivational and incentive values, self-awareness, socially responsible behavior, independence, ability to make decisions, ability to communicate, self esteem, ability to get along with peers and authority figures, general appearance, mood consistency, and use of social amenities.

- **Vocational Interests**
  Vocational experience/knowledge base, self-appraisal of abilities, projected desirable life styles, preferences according to occupational clusters, preference for working conditions, and preferences for types of work.

- **Work Habits**
  Attitude about work itself, on-task behavior and consistency of performance, speed, accuracy, precision of work, adjustment to repetition, endurance, stamina, self-confidence, need for supervision, self-direction, ability to take initiative, ability to follow directions, acceptance of authority, relationships with co-workers, ability to work under pressure, conformity to schedule, and ability to move from task to task.

- **Aptitudes/Skills**
  Mechanical, clerical skills, use of work-related tools and equipment, organization skills, categorization skills, and any other work-related skills.

- **Learning Styles**
  Personal reinforcers, best method(s) of instruction, and decision-making skills.

- **Family Social History**
  Family's attitude toward student and their interest/ability in helping, family stability, extent student is involved in family life, economic situation, family's willingness to assist agencies, and relationships among family members.

- **Functional Academics**
  Reading comprehension, sight word vocabulary, functional reading skills, functional math skills, addition and subtraction skills, communication skills, verbal skills, and study skills.

- **Manual Dexterity**
  Gross motor skills, fine motor skills, manual and finger dexterity, eye-hand coordination, and ability to work with large/small tools.

- **Medical/Health Considerations**
  Visual and auditory acuity, physical condition and capacity, physical disabilities, seizure disorders, speech and language, chronic illnesses, medication, and specific physical limitations.

- **Daily Living Skills**
  Finance management, caring for home furnishings/equipment, caring for personal needs, raising children, buying and preparing food, buying and caring for clothing, getting around the community, using transportation, engaging in civic activities, and utilizing leisure time.

The wide variety of information which can be obtained from the vocational evaluation process can be gathered through an array of evaluation procedures. These procedures can be categorized as **formal/traditional** or **informal/nontraditional**.

Traditional Vocational Evaluation

Formal vocational evaluation is conducted in a typical testing setting and is either administered in a one-on-one format or in a group administered situation by trained personnel. Formal vocational evaluations are commercially available assessment instruments (i.e interest and aptitude) that have been standardized and are in a pencil/paper format or in some cases, work samples (if commercial and simulated) fall in this category. The standardization of these instruments increase their validity and reliability and allow a student's evaluation results to be compared to other students of similar age and ability.

Formal evaluations are sometimes helpful in the initial assessment process, in order to obtain some baseline data and assist a student and his of her family in determining some general post-secondary goals. However, formal evaluations may have a negative impact on students who have a history of doing poorly on tests and whom view any testing situation with a negative attitude. Another disadvantage to formal evaluations occur when they are used indiscriminately. If every student is given the same test regardless of their individual needs simply because certain tests are available or because the examiner is comfortable with administering certain tests, then the evaluation process loses some of its effectiveness. Many formal evaluations are not appropriate for students who have limited reading ability, a high degree of test anxiety or who are incapable of following the standardized instructions. All professionals involved in the evaluation process must be careful not to rely only on the data collected from formal measures. When used as the only source of evaluative data, a distorted picture of a student's abilities may be presented, resulting in incorrect programming and placement decisions. A listing of commercially available vocational evaluations adapted from the works of Sittlington (1993) and Clark (1996) is provided in Appendix KK.

Non-traditional Vocational Evaluation

Nontraditional vocational evaluation involves a variety of measures and can take the form of student surveys/interviews, self-evaluations, job histories, reviews of previous achievement/test scores, parent interviews, observations conducted in natural settings, rating scales, situational assessments, job and work samples, employer ratings, social histories, applied technology/vocational education prerequisite skills assessments, general physical examinations, environmental assessments, curriculum based assessments from courses, personal futures planning activities, and exploratory classes (Clark, 1996). Nontraditional vocational evaluation eliminates the potential negative connotations associated with a formal testing situation. Nontraditional evaluation methods offer more realism and are more likely to gather information immediately relevant and useful to future planning for an individual student. In some cases, nontraditional vocational evaluation will determine a student has the potential to work even though more formal measures have "eliminated" the student from competitive employment opportunities. In addition, potential employers are often more open to assessments that have been conducted in real situations, versus more formal psychometric test reports, to which employers may have difficulty relating to a real job. In nontraditional evaluations, there is a heavy emphasis on observations of behavior. Observing behavior can confirm information gathered through other types of assessment or, in some cases, challenge the information gathered by more formal methods thus indicating the need for further exploration of the student's abilities and interests (Rogan and Hagner, 1990). One of the most common and effective methods of collecting information concerning actual behavior in an employment setting is situational assessment.

Situational Assessments

Situational assessment is a technique in which the student performs actual job duties in a competitive employment situation. All assessment activities conducted in the community must be done in compliance with the Fair Labor Standards Act. The use of situational assessment is in alignment with the "place - train" model associated with supported employment and allows vocational evaluation data to be collected in a real environment, with real working conditions, and real materials/equipment. This type of assessment is also useful in simultaneously analyzing a large number of work behaviors. The following major areas are included in a situational assessment.

1. **Assessment of Work Performance**

    - What are the student's general work skills?
    - What is the student's specific performance potential?
    - Can the student do the job?
    - How well does the student retain skills learned in earlier settings?

2. **Assessment of Work Behavior**

   - Does the student have the necessary work behaviors, work habits, and social skills to do the job?

3. **Assessment of the Work Environment**

   - What are the physical demands and environmental conditions of the job?
   - Can the student perform under the physical and environmental demands required on the job?

4. **Self-Assessment of Interests**

   - What are the students vocational interests?
   - Is the student still interested in the job after they have actually "tried it out"?

5. **Assessment of Job-Seeking Skills**

   - Does the student have the skills needed to locate potential employment?
   - Does the student have the skills to complete applications and participate in an interview? (Costello, 1991).

The steps in conducting a situational assessment include some of the same tasks involved in other aspects of community-based training. First, a business in which to conduct the situational assessment must be identified. The business site can be one that is already being utilized for other community-based training activities. If an appropriate site is not already available, then one will need to be developed by making business contacts and meeting with the appropriate supervisors.

Once a site is determined, an environmental analysis, a job duties schedule, and a task analysis must be developed. At least 4 hours should be allowed for the situational assessment. Several different recording methods can be used during a situational assessment, including; 1) narrative recording (scripting); 2) checklists (can be individually designed); and, 3) rating scales (can record the occurrence of specific behaviors along with the degree, strength, regularity, frequency, and intensity).

Some of the key skills/behaviors that the observer should keep in mind during the assessment are: strength (lifting and carrying), endurance, orienting, physical mobility, independent work rate, appearance, communication, social interactions, perseverance, time-on-task, independent sequencing of job duties, initiative, motivation, flexibility, reinforcement needs, level of support, discrimination skills, time awareness, functional reading, functional math, handling criticism/stress, inappropriate behaviors, physical limitations, non-compliance, and asking for assistance (Moon, Inje, Wehman, Brooke, and Barcus, 1990).

The observer must be properly trained in observational recording because the accurate interpretation of the assessment results is dependent upon the observational skills of the persons conducting the assessment. Although more preparation is required in order to conduct a situational assessment, it takes less time and is less expensive than work samples.

Methods of Behavioral Observation

There are several methods of behavior observation. The **Daily Description** approach involves the evaluator observing the student at different times during the day in various vocational training settings. Behaviors are recorded as they are observed. When using the Daily Description approach, the observer must be careful not to record only the most outstanding positive and negative behaviors (unless this is the purpose of the observation) but to observe the total performance of the student.

Event Sampling looks for a single behavior and records its occurrence. This method is appropriate when information is needed on one or more specific behaviors (i.e. inability to accept corrective feedback in an acceptable manner).

Time Sampling is another method for collecting observational data. Time sampling assumes that the behaviors targeted for observation occur regularly and can be observed in short time frames thus providing a representative picture concerning the student's total performance. Time sampling occurs in short observational sessions (5 - 15 minutes in length) at various times throughout the observational period. Time sampling is only appropriate for behaviors that can be operationally defined, are readily observable, and that frequently occur.

Another type of assessment that has practical applications to interpreting the work behaviors of students with disabilities is the use of work samples. Although situational assessment is the most effective form of informal evaluation, if community-based assessment is not possible, work samples can provide important information in a variety of areas.

Work Samples

Work Samples are well-defined activities involving tasks, materials, tools, and techniques which are identical or similar to those used in an actual job or a cluster of jobs. Work samples that are commercially available, involve simulated job module kits, and are administered in a "testing setting" can be classified under formal evaluations. Work samples of all kinds are often used by community rehabilitation agencies. Examples include: packaging Christmas ornaments, filling glitter tubes, folding boxes, and collating handbooks. Work samples are used to assess an individual's vocational aptitude, worker characteristics, and vocational interests. The utilization of work samples also provides a vocational-exploration experience. Even though work samples are performed in a semi-formal testing session, they incorporate some of the realistic aspects of actual work without the physical and psychological demands.

Many behaviors/skills/habits can be assessed through the use of a work sample including motivation, interpersonal relationships, initiative, ability to accept criticism, attention span, physical stamina, ability to follow directions, tool usage, work methods, attitudes, and acceptance of supervision. Although the use of work samples have many assessment benefits, particularly the fact that actual work behavior can be observed in a controlled setting, there are still some disadvantages that must be considered. The work samples may not predict actual work behavior, particularly if they are simulated. As with situational assessments, the integrity of the assessment is based on the skills of the observer. Often work samples are expensive and time consuming to develop and, if not done correctly, can result in simplistic, superficial, uninteresting, and irrelevant activities. Since work samples are not usually done in a community setting (although it is possible that they could be), the assessment process focuses primarily on manual skills rather than the social skills and work-related behaviors that are extremely important to keeping a job (Costello, 1991).

Types of Work Samples

There are several different types of work samples. The first type is the **applied work sample**. An applied work sample is designed to use the same machines, tools, equipment, work aids, and materials as a job in the community. Although it allows the comparison of the student's performance to the performance of an employee in the industry, it is only a representation of one job. Depending on the type of job being replicated, an applied work sample can be expensive to create.

The second type of work sample is a **simulated work sample.** A simulated work sample has students perform elements of the job, but not in the same environment or necessarily with the same tools, or in the same timeframe. This type of work sample is less expensive to create and, in essence, the student's performance on the sample may be more transferrable to a variety of jobs since it is lacking in exactness.

The third type of work sample is a **single trait work sample**. The single trait work sample assesses a single trait or characteristic and can be generalized to a specific job or several jobs. Assessing through the use of a single trait work sample allows the observer to determine the student's ability to do a single task (i.e. operate a certain type of machinery or use a specific tool). Even though a single skill is being assessed, the observer can gain information concerning manual dexterity, visual acuity, numerical ability, and eye-hand coordination. This type of work sample may look more like a testing session due to the assessment of an isolated trait.

The final type of work sample is the **cluster trait work sample.** A cluster trait work sample assesses a number of traits present in a job or a variety of jobs. This type of work sample is intended to assess a student's potential in a number of jobs, since the cluster of traits assessed are based on occupational groupings. Many of the commercial work sample systems are designed in this format. Since a whole set of traits are being assessed at one time, this type of work sample tends to take less time to administer; however, the session will most likely have the appearance of a formal test rather than real work (Costello, 1991).

Comprehensive and relevant vocational evaluations are essential if students are to be successful in their transition from school to employment. The vocational evaluation process can assist teachers in determining a student's interests and aptitudes. Both a student's interests and aptitude are important when determining job matches for students. If a student is to be successful in a competitive employment situation they must have the motivation and the abilities to meet the expectations of the job. Vocational evaluations can be conducted either formally or informally. Informal evaluations are the most simple, cost-effective, and student-oriented. Vocational evaluation should be an ongoing activity throughout the transition process.

PROGRAM EVALUATION

Establishing a wide array of transition services appropriate for all students with disabilities is a time-consuming and lengthy process. Besides setting up on-campus and off-campus vocational training opportunities, interagency transition planning teams must be established, policies and procedures must be developed, staff, students and parents must receive training, the business community must be involved, and in most cases, local systems change is required. These things do not occur overnight. They also do not occur without the right staff in place and administrative support.

Every good transition program has at least one "cheerleader." A person is needed who has vision. Also needed is the tenacity, perseverance, enthusiasm, and intrinsic motivation to get the proper transition services in place, sometimes with administrative support and sometimes without. These trailblazers tend to ask forgiveness rather than permission, always see the glass half full rather than half empty, and truly believe that when one door is shut, another is opened somewhere else. North Carolina is lucky to have quite a few of these transition trendsetters scattered across the state. Some of the systems with the most barriers to transition are the ones providing the best transition services. Those who are the most successful have staff, who despite numerous obstacles, have refused to be thwarted in their attempts to ensure that every student with a disability receives the transition services he or she needs for successful transition into adulthood.

Although it is easy to "spot" these visionaries (you can almost see the qualities mentioned above in the gleam of their eyes and hear it in their voices), there is one thing they all do that is not always immediately evident - program evaluation. Some evaluate formally, others informally, but all the really good transition leaders are constantly asking - What is working? What is not working? What needs to be changed? How can the needed changes be made? and, How can the program be better? The establishment of a transition program is a dynamic process and one that is never ending. Constant change is required due to changes in the student population, the business community, and the regular education program. In the field of special education, transition is the "new kid on the block", and new information is arriving daily from all over the country concerning best practices. Now in the second half of the first decade of transition, many are only now beginning to understand what transition staff are supposed to be doing and asking, "Why didn't we think of that before now?"

In the haste to establish transition services, some systems may only now be taking the time to review what has been done and how well it is working. Formal program evaluation should be taken seriously and implemented with as much concern as any other portion of the program. It is not an "extra" that can be put aside until there is more time or more manpower, because in the educational arena there will never be more time or more manpower. The time and the staff must be made available to collect the information needed to assess the program. Without "looking back" it will be impossible to "move forward." The evaluation of transition services can take several forms and be conducted in a variety of ways.

EVALUATION OF PARENT AND STUDENT SATISFACTION

The most important element of program evaluation involves those who are actually receiving services. In other words, to borrow a phrase from the business world, customer satisfaction. This involves interviewing or surveying parents and students to determine their satisfaction with the services and their views about the effectiveness of service delivery. Student surveys can be administered individually or in a group. If possible, surveys should be administered at the end of the school year, within a set timeframe, so the results can be tabulated and aggregated. An example of a student survey can be found in Appendix LL. Parent surveys can also be done in a similar fashion. If parent surveys are sent home with the students or mailed to the student's home they should be accompanied with a letter explaining the purpose of the survey. If the surveys are not administered in-person, arrangements should be made for parents who may need assistance in completing a written survey. An example of a parent satisfaction survey can be found in Appendix MM. By looking at how parents and students feel about the transition services being offered by the school system, decisions can be made concerning future growth and expansion.

Parents and students should also be involved in follow-up studies conducted by the school system. By contacting former students at intervals of 6 months, one year, two years, and if possible three years after graduation, information can be gathered concerning the effectiveness of the transition program in helping students become successful adults. Follow-up studies should focus on how well graduates have done in employment, education, independent living, and recreation since leaving school. Prior to graduation, information should be collected on each student that will assist in future follow-up studies (i.e. names/addresses of relatives and friends who will know the whereabouts of the student if they should move from their present address). Parents and students should also be informed of the purpose of the follow-up studies and of the method/timeframe in which they will be conducted. Follow-up studies can be done by mail or by telephone. An example of a follow-up survey can be found in Appendix NN.

EVALUATION OF PROFESSIONAL STAFF AND BUSINESS SATISFACTION

Another area of program evaluation that is important to include in the assessment process is the satisfaction and opinions of the professionals who are involved in the delivery of services. This should include school personnel, adult service providers, and employers involved in interagency coordination and the provision of transition activities. A written survey can obtain the information needed from these professionals. An example of a survey which is appropriate for use with Adult Service Providers can be found in Appendix OO. Surveys used with adult service providers do not have to be anonymous. Hopefully, since you are dealing with professionals, all of whom should have an investment in the successful delivery of transition services, the results of these surveys will be reliable. Also, it is helpful in reviewing the survey results, to be able to identify concerns that a specific agency might have so that the concerns can be addressed and any problems can be resolved.

Appendix PP contains an example of a survey which is appropriate for use with employers who are involved with the transition program through the provision of school factory contracts, job training sites, and individual job placements. Employers should be encouraged to give honest feedback concerning their involvement in the program. The maintenance of positive relationships with local businesses is critical to the success of the program. All concerns indicated on the evaluation surveys should be followed up with corrective actions.

ASSESSMENT OF PROGRAM COMPONENTS

Program evaluation can also be an internal process. Prior to initiating a comprehensive transition program, an assessment of the school systems's characteristics and the services already being provided is necessary. As a program develops, periodic assessment by the personnel responsible for the design and implementation of the services can be extremely helpful in long-range program planning sessions. Another area that should be reviewed as the program is implemented, is the area of compliance with laws surrounding transition. Appendix QQ provides a Transition Compliance Checklist that can be used to monitor the level of compliance with the mandates of IDEA in the overall delivery of transition services.

As mentioned previously, a transition program doesn't materialize overnight or in a single school year. Several years are required to establish a program that is based on "best practices." In order to prevent change from occurring too fast, placing too many new demands on staff, and making mistakes, timelines must be established for implementation of certain program components. An initial comprehensive program evaluation, followed by periodic assessments, will provide progress reports on the implementation of program milestones and help to guide the future direction of the program. The next section provides a list of questions that are helpful in conducting either on-going or initial assessment of a transition program. Appendix RR contains a Transition Needs Assessment for the Evaluation of a Secondary Program that is useful in both the initial and the follow-up internal evaluations.

Areas Related To Self-Monitoring

WHAT DOCUMENTATION IS USED WHEN PLANNING FOR TRANSITION? IS THERE A RELATIONSHIP BETWEEN THE TRANSITION COMPONENT OF THE IEP AND THE IEP?

- A district-level interagency program planning team has been established and has agreed on a value base and mission.
- Written district-level policies have been developed and disseminated describing the suggested forms to be used for transition planning and the relationship between the transition planning forms and the IEP, IWRP, and other student plans.
- A written transition planning procedures handbook has been developed and disseminated through inservice training to professionals and parents.
- Comprehensive local needs assessments have been conducted or current data is available to document local educational and adult service needs.
- Release of information forms between agencies have been developed and approved.
- A population of students has been identified for various transition planning services (i.e. age range, school site, etc.)

WHO IS INVOLVED IN TRANSITION PLANNING? AT WHAT AGE DOES TRANSITION PLANNING BEGIN?

- A district-level coordinator has been designated.

- School building-level coordinator(s) has been designated.
- A list of students eligible for transition services has been compiled (i.e. name, date of birth, school, primary teacher, special education category, etc.)
- Parent/guardian surveys, questionnaires, and training have been conducted.
- Transition planning meetings have been scheduled.
- Transition planning team members have been notified.
- Release of information forms have been signed.
- Transition planning meetings are held according to district-level policies.
- Transition planning documents are copied and sent to non-attending members.
- Student driven transition planning data is compiled annually and forwarded to the district-level interagency program planning team.
- Transition planning, monitoring, and evaluation procedures are conducted according to district-level policies.

WHAT ISSUES ARE ADDRESSED DURING TRANSITION PLANNING?

- Student demographic information (e.g. date of birth, date of graduation, date of last IEP meeting, social security number, and eligibility information).
- Major adult life outcome areas (i.e. employment, independent living, leisure/recreation, community access).
- Educational and adult support services needed to achieve adult outcomes (i.e. vocational training, vocational evaluation, transportation, financial services).
- Documentation of student goals and objectives.
- Delineation of personnel roles and responsibilities.
- Documentation of steps needed to achieve goals and objectives.
- Timelines for completion of steps for all goals and objectives.
- Documentation of monitoring and evaluation procedures (e.g. annual review of goals and objectives, initiation, and completion of services).

ARE PARENTS AND/OR GUARDIANS INVOLVED IN TRANSITION PLANING FOR STUDENTS WHO ARE AGE 14 OR OLDER?

- Parent education plan includes the dissemination of information regarding transition services and the role of the parents in the transition planning process.
- Parents are informed of the career/vocational opportunities of the local high school by the time their child enters 9th grade.

- Parents are notified at least 30 days prior to a transition planning meeting.
- Parents are given the opportunity to complete a survey regarding the transition goals and needed services for their child on an annual basis beginning no later than the year in which the student turns 16.
- Parents are given the opportunity to identify those resources (school and non-school) that they would like to be included in their child's transition plan.
- Parent permission is obtained for release of information to non-school entities which are participating in the student's transition plan.
- Transition meetings are scheduled to accommodate the preferences of families.
- Parents are in attendance at the transition planning meetings.
- Parents are given the opportunity to express their preferences regarding a student's transition goals and needed services as part of the transition planning meetings.
- School staff evaluates parent satisfaction with the transition plan process.

ARE STUDENTS INVOLVED IN THEIR TRANSITION PLANNING, BEGINNING NO LATER THAN THE SCHOOL YEAR IN WHICH THE STUDENT TURNS 16 (OR AGE 14 IF NEEDED)?

- Students are provided training in problem-solving and other social skills related to self-determination, consumer empowerment, and self-advocacy.
- Students are informed at least two weeks in advance of the scheduled planning meeting.
- Participants in the transition planning process identify those support services which are required for students to succeed in their post-secondary education goals.
- Students attain their post-secondary education goals when they exit school and maintain that status at follow-up.

ARE STUDENTS PROVIDED WITH A CURRICULUM APPROPRIATE FOR PREPARING THEM FOR COMMUNITY LIVING?

- School staff conduct assessments to determine a student's community living goals.
- Students receive instruction in community living skills areas that correspond to their community living goals.
- Students have the opportunity to participate in community-based instruction.

- Participants in the transition planning process identify those support services required for students to succeed in their community living goals.
- Students attain their personally desired transition goals in community living when they exit school and maintain their status at follow-up.

ARE STUDENTS PROVIDED WITH A CURRICULUM APPROPRIATE TO PREPARE THEM TO FUNCTION EFFECTIVELY IN SOCIAL INTERACTION SITUATIONS AND TO PARTICIPATE IN RECREATION OR LEISURE OPTIONS OF THEIR CHOICE?

- School staff conduct assessments to determine a student's social-recreation or leisure goals.
- Students receive instruction in social and recreation/leisure curriculum areas based on individual needs.
- Participants in the transition planning process identify those support services required for students to succeed in their social-recreation or leisure transition goals.
- Students attain their personally desired transition goals in social-recreation or leisure at school exit and maintain this status at follow-up.

HAVE TRANSITION NEEDS ASSESSMENT REPORTS, INCLUDING TRANSITIONAL GOALS, NEEDED TRANSITION SERVICES AND FOLLOW-UP RESULTS BEEN PREPARED?

- Staff identify transition goals and needed services as part of the student's individualized education program planning meeting.
- The results of individual transition plan meetings are aggregated as part of a community needs assessment report.
- The community needs assessment is shared with the local transition planning committee.
- School staff conduct follow-up interviews with all students who have exited school between 6 months and one year after leaving school.
- School staff annually summarize the results of their follow-up interviews and prepare a needs assessment with information of relevance to transition goals of integrated employment, post-secondary education, and community living.
- The follow-up needs assessment is shared annually with the local transition planning committee.

HAS COOPERATIVE TRAINING BEEN CONDUCTED WITH COMMUNITY AGENCIES, SERVICES AND OTHER RESOURCES RELATED TO TRANSITION PLANNING AND SERVICE DELIVERY?

- School staff engage in cooperative planning with community agencies and services regarding staff development related to transition planning and service delivery.
- School staff invite other community resources to participate in joint staff development on topics related to transition planning and service delivery.
- School staff participate in staff development activities of other agencies and services related to transition planning and service delivery.
- School and community agencies/services conduct jointly sponsored training related to transition planning and service delivery.

ARE INTERAGENCY COLLABORATION EFFORTS IN PLACE?

- School staff participate in cooperative training with community services and agencies.
- School staff share relevant information regarding transition planning with other community services and agencies.
- School staff invite other community services and agencies to participate in individualized transition planning (Everson and Research in Community Integration and Training, 1993).

COMMENTS IN CLOSING

Many of the practices that now fall under the transition umbrella are strategies and techniques that effective special educators have been doing for years. Transition has given professionals a framework upon which to hang these effective practices. School personnel now have a way to effectively package instructional approaches and belief systems thus "light the way" into the future for students. The realization that transition was not really a new idea came early for some. Special education teachers in Shelby City Schools took groups of students into the community during the late 1960s and early 1970s to pick apples, clean houses, shop for groceries, and eat in restaurants. Of course, teachers didn't worry about transition plans, interagency collaboration, liability, and labor department regulations -- the teachers were just doing what they thought would help the students be ready for life after school.

School personnel have seen transition make a difference in the lives of students with whom they work on a daily basis. They have seen graduation change from a time of sadness to a time of celebration. The value of transition in school systems comes into focus when students who are labeled trainable mentally handicapped have placements in industry and earn a larger salary than some school personnel. Transition is powerful and can have a significant impact on the lives of students.

Transition has brought special educators from across North Carolina together in a grassroots effort to provide each other with information and support in a new era of special education. It seems a common vision now exists. Many things have been learned along the way. Transition efforts have given many school personnel the privilege of meeting the fellow front-line educators and human resource personnel who are in the trenches each day trying to do what is right for students.

Some of the things that have been learned over the last few years seem to be important to those who are interested in the development and maintenance of meaningful transition services are as follows:

- **Have a vision.** Those leading transition efforts need to know the direction in which they are moving. The vision should be shared with everyone. When tough times come, the vision keeps leaders focused.

- **Keep realistic about funding.** Services can't always wait on funding. Not everything needed will be provided at one time. Creative solutions to money needs will be required. Prioritizing will be a necessity.

- **Keep rules, regulations, and guidelines in perspective.** Those mandates that have serious consequences (i.e. labor, liability, and the like) can't be ignored. Local policies and procedures can be changed on occasion. Often it is learned that what was understood as a rule prohibiting something from being done does not, in reality, actually exist.

- **Plan out worst case scenarios.** Ask, "What is the worst thing that could happen?" and then plan accordingly. Usually the worst case scenario won't come to pass but, if it does, preparations have been made.

- **Be persistent.** "No" doesn't always have to be the permanent answer. Frequently those who say no don't understand the full impact and can't see benefits from their perspective.

- **Remember the power of public opinion.** Supporters consisting of parents, students, teachers, human resource personnel, civic leaders, and business owners can be extremely helpful in assisting transition efforts gain the necessary attention to move forward. With the support often comes protection.

- **Spend time on important matters.** Worrying about things that can't be done is wasted energy.

- **Keep perspective.** Administrators and program decision makers would do well to spend some time on the "front-lines" where the action is. Teachers and other "front-line" workers would benefit from having opportunities to spend time with administrators to gain perspective from a different vantage point.

- **Celebrate successes.** Keeping a private memory bank of the good times can help make the transition journey more delightful when times get tough.

- **Recognize others.** The students, job coaches, vocational rehabilitation counselors, and teachers deserve attention for their efforts. Making certain they receive the accolades they earn will do much to assure continued success.

- **Recognize who is more important.** Students are the reason schools exist. The focus should always be on ways to enhance opportunities to maximize their learning. Teachers are important, but they come in second to students.

- **Admit unknowns and seek solutions.** No one person knows all there is to know about transition. Learning to ask questions without embarrassment is a good trait to nurture. Networking with others interested in transition is beneficial. Attendance at conferences and various meetings related to transition matters will prove helpful.

- **Remember the effort makes the difference.** Accomplishments are the results of work. Teachers, administrators, human resource personnel, and others do make differences in the lives of students. Great gains have been made by students because of the dedication, commitment, and hard work of one teacher or one job coach. Often one person is the only hope a student has for a bright future.

- **Keep striving.** Developing comprehensive transition programs for school systems and making quality transition services a reality for students takes determination. The going is not always easy, but the rewards are many.

Good transition services delivered in an effective manner can ensure that students navigate the rocky reefs and rough waters of adolescence. In order for students with disabilities to "stay the course", special educators must light the way with a wide variety of transition services designed to meet individual needs. Our schools must serve as beacons to illuminate the safe passage of students into adult life.

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GLOSSARY OF TRANSITION RELATED TERMS

Accessible refers to activities or places that can be used by people with disabilities. The term is generally used to refer to places where wheelchairs can go, but can include such things as recreational activities in which a person with a disability could participate with a non-disabled buddy.

Adult Day Vocational Program (ADVP) provides day activities for individuals with severe disabilities. Vocational training and developmental activities for adults with developmental disabilities are provided to prepare them to live and work as independently as possible. The services are paid for through Pioneer funding provided by the North Carolina General Assembly through each Area Mental Health Authority.

Adult Foster Care (Individual Family Living) is a residential program for adults with disabilities where the resident lives in the home of a care provider recruited from the community at large. The key element is individualization. By providing a living arrangement within a family unit in the community, socialization, community survival skills and community integration skills can be developed.

Advocacy is the act of speaking or acting on behalf of someone to protect his or her rights and needs. **Self-advocacy** involves the person with a disability acting on behalf of themselves.

Alternative Family Living provides residential services to adults with a developmental disability who are preparing for independent living. Unlike group homes, only one individual with a developmental disability is matched to a care provider.

Americans With Disabilities Act of 1990 outlaws discrimination against people with disabilities. The law affects employment, transportation, services provided by state/local governments, services/accommodations offered by private businesses, and telecommunications access by people with communication difficulties.

The Arc is a non-profit organization formed by concerned citizens to help persons of all ages with mental retardation secure the basic rights to which they are entitled.

Area Authority (Area Mental Health, Developmental Disabilities, Substance Abuse Services Authority) is the governing unit established by the county commissioners, with the approval of the Department of Human Resources and the Commission for Mental Health/Developmental Disabilities/Substance Abuse Services, which has been delegated the authority to serve as a comprehensive planning, budgeting, implementing, and monitoring body for community-based mental health, developmental disabilities, and substance abuse services.

Assistive Technology is the systematic application of technology to meet the needs of, and address the barriers confronted by persons with developmental disabilities in areas including education, employment, supported employment, transportation, independent living, and other community living activities.

Boarding Homes is a residential service which provides an alternative living environment for those not yet ready for successful independent living. Training may be provided in the areas of health, safety, medication administration, use of community services, management of personal funds, etc.

Career Education is a comprehensive, lifelong educational program focusing on individual career development.

Career Exploration involves investigating occupational areas through real or simulated work learning experiences.

Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392) is a federal act addressing youth and adult vocational educational programs and also academic and occupational skills with the goal of making the United States more competitive in the world economy. The Carl Perkins Act also provides for Tech Prep programs.

Case Management (Individual Service Coordination) is the process of obtaining, coordinating, and monitoring appropriate services for each individual with developmental disabilities.

Case Manager is the person who has the responsibility of seeing that an individual with a disability receives services necessary for his/her well-being. The case manager finds answers to questions, helps make needed referrals to other organizations, and coordinates the services of all the organizations that may be involved.

Client Behavior Intervention (CBI) is a medicaid funded program which provides community training to children (six years old and above) and adults with an Axis I diagnosis (mental illness). CBI is considered periodic services (not to last indefinitely) needed to fulfill a specific goal and is provided by paraprofessional staff. CBI services can be delivered on a school campus during school hours, at the student's home, in the community or in a private rehabilitation agency.

Community Alternatives Program for Persons with Mental Retardation and other Developmental Disabilities (CAP-MR/DD) is a funding source for providing habilitative and support services in the community to individuals with developmental disabilities of all ages who would otherwise require ICF-MR level care. CAP-MR/DD provides funding for services reimbursable under Title XIX, as authorized by the Medicaid Home and Community Based Services (HCB) waiver, and was developed to allow eligible individuals to choose services in their homes and communities.

Community-Based refers to normalized settings within the community.

Community Based Training (CBT) or Community Based Instruction (CBI) allows students with disabilities to try out their skills at real work sites in the community while working with people who do not have disabilities. It is part of their IEP and the school system is responsible for the student's supervision. CBT can also provide instruction in activities of daily living, recreation, community services utilization, and independent living skills in community settings.

Community Resource Trainer (CRT) is a person who works with people with disabilities to help them learn to access community services and activities. In some cases, the CRT provides long-term, follow-along services through supported employment programs.

Compensatory Education is a program offered by the community colleges for adults with mental retardation who did not attend public schools, who attended on a limited basis or who need additional education after leaving public school. The primary objective of the program is to provide opportunities for students to develop the skills and abilities to participate successfully in society. The course of study includes lessons in language, math, social science, community living, consumer education, health and vocational education.

Competitive Employment refers to regular jobs in the community, full or part-time, which are typically filled by persons without disabilities and which pay at least federal minimum wage.

Consumers are either persons with disabilities, or the parents or guardians of persons with disabilities.

Department of Human Resources (DHR) is the state agency in Raleigh that oversees the Division of Vocational Rehabilitation.

Department of Public Instruction (DPI) is the state agency in Raleigh responsible for the public education of all North Carolina school-age children including children with disabilities ages 3 -21.

Developmental Evaluation Center (DEC) is a center staffed by a multi-disciplinary team that provides examination and evaluation of a child or an adult suspected of being developmentally disabled. Prescriptive habilitation and treatment plans are usually developed and follow-up is provided. Staff can include; pediatricians, psychiatrists, neurologists, psychologists, teachers, speech and language therapists, occupational therapists, physical therapists, nurses, social workers, etc. There are 19 DECs in North

Carolina. One should be within easy driving distance of all citizens in the state. The responsibility and funding for these centers is that of the North Carolina Division of Health Services.

Developmentally Disabled Adult (DDA) Group Home provides care for two to six adults with developmental disabilities who have or can develop self-help skills, are ambulatory or non-ambulatory, are in need of a home, and are able to participate in activities in the community. This means a residence for the specific purpose of serving adults who are capable of having a work experience and are able to have the potential to participate in community activities.

Division of Mental Health/Developmental Disabilities/Substance Abuse Services (MH/DD/SAS) are area agencies that provide services to individuals with mental health, developmental disabilities, or substance abuse problems.

Division of Vocational Rehabilitation (DVRS) is a state agency that assists eligible persons with physical or mental disabilities to achieve gainful employment and/or increase their ability to live independently.

Employer Contact is the process of contacting companies about specific job openings for workers with disabilities.

Empowerment is the act of enabling individuals with disabilities and the families of individuals with disabilities to exercise control in their lives by becoming the primary participants in decision-making about the services and supports they are to receive, where they will live, where they will work, go to school, etc.

Enclave is the supported employment model that maintains many of the benefits of integrated employment while providing the continuous, on-going support required by some individuals for long-term job success. An enclave usually consists of no more than eight employees with disabilities and one supervisor who work in a team-like fashion within a business/industry to fulfill specified job duties.

Entrepreneurial Model is a model of supported employment that takes advantage of local commercial opportunities to establish businesses employing a small number (6-8) of individuals with severe disabilities as well as individuals without disabilities. It is run like a small business with complex contract, for profit work and is detached from any workshop or activity center. This model is also referred to as an **Entrepreneurial Model.**

Environmental Analysis is the systematic observation of a job site to determine primary job duties, the critical vocational/nonvocational skills required, major work areas, job tasks, and time spent in each work area.

Exceptional Children (EC) are children ages 3 - 21 who have been identified as having permanent or temporary mental, physical, or emotional disabilities, need special education, are unable to have their needs met in a regular class without special education or related services or are unable to be adequately educated in the public schools.

Extended Period of Eligibility (EPE) permits the reinstatement of social security disability insurance (SSDI) benefits, without a new application, disability determination, or waiting period, to those people, whose cash benefits were previously ceased because of substantial gainful activity, if they discontinue substantial gainful activity within 36 months following the trial work period. The disability requirements must still be met.

Fading is the process in which the job trainer, over a period of several weeks or months, slowly and systematically decreases his or her presence on the job site. The actual schedule of fading is determined by the worker's ability to perform job tasks independently and to maintain a satisfactory level of work performance when the trainer is off-site.

Federal Benefit Rate (FBR) is the amount of money paid monthly by an individual's supplemental security income (SSI) benefit.

Follow-along/Follow-up is the process of on-going assessment of a worker's job performance which begins after the job trainer has faded from the job site. Methods of evaluating worker progress include written evaluations, periodic on-site visits, and telephone contacts. These methods allow the job trainer to monitor a worker without being on the job site on a daily basis and can last for an indefinite period of time.

Functional Education is the training of skills needed to succeed in real life. It includes life skills training, functional academics, on-the-job vocational experience, and social skills taught both in school and in the community.

General Educational Developmental Tests (GED) are designed to measure the important knowledge and skills, usually learned during four years of high school, but may have been obtained in a different manner. The successful completion of the GED Tests provides an individual with a credential equivalent to a high school diploma.

Group Homes vary in size, number of residents, degree of privacy, kinds and quality of training available. Usually residents share daily responsibilities, have a private place of their own, and some degree of independence. In North Carolina the typical group home has 5-6 residents.

Guardianship is the formal legal appointment of a person or a corporation as the decision-maker for an adult who has been established by the court as incompetent to make decisions on his or her own behalf.

Impairment-Related Work Expenses (IRWE) applies to all SSDI and those SSI beneficiaries who are not blind. It provides that the cost to the person with a disability of certain items and services needed to work (e.g. attendant care services, medical devices, etc.) can be deducted from earnings if the person is engaging in substantial gainful activity. The items and services may also be needed for normal daily activities. These same impairment-related work expenses can be deducted, under certain circumstances, from earned income to determine the SSI beneficiary's countable earned income.

Inclusion is full participation by persons with disabilities in settings and activities with persons who do not have disabilities.

Independent Living Skills are the skills a person needs to be able to live on his/her own or with limited supervision. Also known as activities of daily living (ADL).

Individuals With Disabilities Education Act (IDEA) is the law which provides educational services to persons with disabilities ages 3-21. It guarantees individuals with disabilities a free appropriate public education no matter how severe the disability may be.

Individualized Education Program (IEP) is a written plan required by IDEA for students with disabilities in educational settings. This educational plan must be developed by the student (when appropriate), the student's parent(s) or guardian(s), the student's teacher, a representative from the local educational agency, evaluation personnel as needed, and others as requested by the parents or agency. This plan must include the student's unique strengths and needs, and annual goals and objectives for providing that student with an appropriate education. A yearly IEP must be written for every student receiving special education services.

Intermediate Care Facility For the Mentally Retarded (ICF-MR/DD) Group Homes are certified by Medicaid and provide structured living environments for individuals with developmental disabilities. These individuals need supervision on a 24-hour per day basis and are integrated with family and community activities in order to prepare the person for a less restrictive environment.

Job Analysis is a detailed, systematic recording of both specific job requirements and general work characteristics which is obtained from direct observation of the job site and from information obtained during an interview with the employer and coworkers.

Job Bank or Job File is a system of recording employer contact information for future reference during the process of job development.

Job Club is similar to a Vocational Student Organization except it is only recognized at the school level or county level and is not nationally affiliated. A job club provides students with a support group for locating, obtaining, and maintaining a job.

Job Coach is a person who trains persons with disabilities on the job. Job coaches have special training to help them both teach the person with a disability to do the job and to aid him/her to be fully included in the work place.

Job Coach Model is one of the four models of supported employment. It is a rehabilitation approach which provides supported employment services to individuals with severe disabilities in competitive employment. This model utilizes a job trainer or job coach who provides intensive support to the worker in the form of job placement, job-site training, on-going assessment, and follow-along for as long as necessary in order for the worker to maintain employment. This model is also referred to as the **Individual Placement model**.

Job Development/Job Seeking/Job Search is the process of locating competitive jobs in the community. It consists of a community job market screening, employer contacts, and job analysis.

Job Training Partnership Act (JTPA) is a federal law enacted in 1982 that provides funds to the states for job training. The funds are for job training and job placement for youth and adults who have barriers to employment.

Job Placement is the process of placing workers with disabilities into competitive jobs in the community.

Medicaid is a federal health insurance program for people who could not otherwise afford health insurance and who are aged, blind, disabled, or members of a family with dependent children. It is a federal assistance program that has eligibility requirements, payment amounts, and benefits that vary from state to state.

Medicare is a federal health insurance program under the Social Security Act for persons who are elderly or disabled. It is a two-part health insurance program: Hospital Insurance under Medicare (HI Part A): and Supplemental Medical Insurance under Medicare (SMI Part B).

Mobile Crew is a supported employment model that provides continuous ongoing support while offering integrated employment. Usually a crew consists of one supervisor and no more than five employees with disabilities that moves about the community performing custodial or groundskeeping work for various businesses/private residences.

Normalization is the philosophy that persons with disabilities should have available to them patterns and conditions of daily life which are as close as possible to the patterns of the mainstream of society, in settings which are the least restrictive of their personal rights.

On-the-Job Training (OJT) is short-term training that enables a person to work on a job site while learning the job duties from a co-worker or supervisor. This type of training may be paid or unpaid.

Plan For Achieving Self-Support (PASS) is a Social Security work incentive program that allows an individual receiving SSI to set aside income and/or resources for a specified period of time for a work goal such as education, vocational training or starting a business.

Private Rehabilitation Agency is a facility that serves persons with disabilities through the use of supervised work and various rehabilitative activities (e.g. vocational evaluation, basic education, personal care training, etc.). The goal is twofold: 1) to assist individuals in becoming employed in competitive employment in the community, and 2) to provide employment for persons who are not viewed as ready for competitive employment.

Reasonable Accommodation is any change or adjustment at a work site that permits a qualified person with a disability to apply for a job, perform the essential functions of a job, and enjoy the benefits and privileges of employment equal to employees without disabilities.

Residential Options are alternate living arrangements for people with disabilities other than living with their families or in a home on their own. Residential options could include group homes, supported apartment living, or adult family homes.

Respite Care is the provision of temporary placement of an individual with mental retardation/development disabilities for the purpose of providing relief to families from often stressful situations. Respite services are usually utilized on a planned or emergency basis (e.g hospitalization, business trip, vacation, relief from day-to-day stress) for individuals who have family members with special needs. Respite services may be provided in mental retardation centers, community public and private facilities in the caretaker's home or through a companion sitter in the home of the individual with a disability.

Self-Advocacy is speaking and/or acting on one's own behalf through decision-making and exercising one's individual rights as a citizen of a community.

Self-Determination is self-direction; the right to make one's own choices.

Situational Assessments are assessments that take place in a controlled or semi-controlled work environment in order to evaluate work-related skills and behaviors.

Social Security Disability Insurance (SSDI) is a disability program directed by the Social Security Administration for individuals who have worked and paid Social Security taxes (F.I.C.A.) for enough years to be covered under Social Security who are considered medically disabled, and not working or working but earning less than the SGA or be the son/daughter of a deceased parent who met the above criteria.

Student Learner (under the School-To-Work Opportunities Act) is a student who is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school.

Substantial Gainful Activity (SGA) of the performance of significant and productive physical or mental work for pay or profit. The SGA level is average countable earnings over $500 per month for non-blind beneficiaries. It applies to SSDI in determining initial eligibility.

Supervised Apartments are apartments for individual with disabilities where the amount of supervision is variable and differs from program to program. It may be live-in staff, a cluster of apartments with staff living in one unit, or residents living alone with supervision and assistance supplied on an "on-call" basis

Supplemental Security Income (SSI) is a disability program directed by the Social Security Administration (SSA) for individuals who have little or no income or resources, and are elderly, blind or have a disability.

Supported Employment Programs provide employment opportunities which are for persons with severe disabilities for whom regular employment is unlikely and who, because of their disabilities, need intensive, on-going support to perform work. Supported employment is conducted in settings where people without disabilities are employed. Individuals in supported employment earn wages and benefits based on wages typically paid for the type of work performed. Life-long follow along services needed to maintain employment are provided.

Supported Living is the opportunity for people with disabilities to live where they choose, with whom they choose, with whatever support is necessary to make that happen.

Task Analysis is the break-down of a task into its component parts. A task analysis is completed by observing a competent person perform the particular task in question and recording each step in sequential order.

Tech Prep is a program with a planned sequence of competency-based studies articulated between secondary and post-secondary institutions, leading to an associate degree, certificate, apprenticeship or four year college degree. Tech Prep provides technical preparation in at least one field, and builds student competence in the application of mathematics, science, communications, and work place skills.

Time Limited Services are services that have a beginning and an ending point. Vocational Rehabilitation services are time-limited in that they begin at a certain point and can end when an individual completes job training and begins a job.

Transition is the process of moving from one "set" of services to another "set" of services. For a student nearing completion of school, this term describes a planned, multi-agency process for the movement of an individual from a school program to adult life in the community. The process focuses on the student's individual vocational, residential, social, and continuing educational needs.

Transitional Employment is temporary, paid employment usually in competitive settings, with some degree of on-the-job-training, or even a limited amount of professional staff assistance at the job site initially.

Trust is a legal arrangement regulated by state law in which one party holds property for the benefit of another. A trust can be set up for an SSI beneficiary. A trust can contain cash or other liquid assets, and real or personal property that could be turned into cash.

2+2 or 4+2 is a planned streamlined sequence of academic and vocational-technical courses that eliminates redundancies between high school and the community college curricula; 2+2 is high school years 11 and 12 and community college years 13 and 14; 4+2 is high school years 9, 10, 11, and 12 and community college years 13 and 14.

Work Production Rate is the speed at which a particular job duty is performed based on an average or standard rate of production by workers without disabilities performing the same job.

Workforce Development Education is formal preparation for semi-skilled, skilled, technical or paraprofessional occupations, usually below the B.A. level.

Vocational Evaluation is a comprehensive process designed to assist an individual in choosing and finding a job by systematically providing information about an individual's work-related strengths, aptitudes, and weaknesses. Vocational evaluation incorporates medical, psychological, social, vocational, education, cultural, and economic data.

Vocational Student Organization (VSO) is a student organization for individuals enrolled in workforce development education programs. VSOs provide opportunities to engage in vocationally-related activities which are an integral part of the instructional program. Examples include Future Business Leaders of America (FBLA), Future Homemakers of America (FHA), and Future Farmers of America (FFA)

Definitions taken from a handout adapted by the Exceptional Children's Assistance Center; from People First, A Reference Guide Regarding Persons With Disabilities (1991); From Education To Employment: A Resource Guide (1992); and from The New Jersey Resource Manual for Transition Services for Youth with Disabilities (1995).

THE ABCs OF TRANSITION

ABE	Adult Basic Education
ADA	Americans With Disabilities Act
ADC	Adult Day Care
ADVP	Adult Day Vocational Program
AT	Assistive Technology
CAP-MR/DD	Community Alternatives Program for Persons With Mental Retardation and other Developmental Disabilities
CBT	Community Based Training
CBI	Client Behavior Intervention
CBI	Community Based Instruction
CC	Closed Captioned
CRT	Community Resource Trainer
CSLA	Community Supported Living Arrangements
DD	Developmental Disabilities
DMH	Division of Mental Health
EC	Exceptional Children
EPE	Extended Period of Eligibility
FBR	Federal Benefit Rate
GED	General Education Developmental Tests
G.S.	General Statue (North Carolina Law)
ICF/MR	Intermediate Care Facility for People with Mental Retardation
IDEA	Individuals With Disabilities Education Act
IEP	Individualized Education Program

IHP	Individual Habilitation Plan
ILC	Independent Living Center
ITP	Individual Transition Plan
IRWE	Impairment Related Work Expense
IWRP	Individualized Written Rehabilitation Plan
JTPA	Job Training Partnership Act
LRE	Least Restrictive Environment
MH/DD/SAS	Division of Mental Health, Developmental Disabilities and Substance Abuse Services
OJT	On-the-Job Training
OT	Occupational Therapy
PASS	Plan for Achieving Self-Support
PL	Public Law (Federal Law)
PT	Physical Therapy
SE	Supported Employment
SGA	Substantial Gainful Activity
SSA	Social Security Administration
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
TTD	Telecommunication Device for Persons Who are Deaf or Hard of Hearing
TWP	Trial Work Period
WI	Work Incentive
VR	Vocational Rehabilitation

GOVERNMENT AGENCIES

ADD	U.S. Administration on Developmental Disabilities
DEC	Developmental Evaluation Clinic
DEC	Division of Exceptional Children
DEHNR	Department of Environment, Health and Natural Resources
DFS	Division of Facility Services
DHR	Department of Human Resources
DMA	Division of Medical Assistance
DMH/DD/SAS	Division of Mental Health, Development Disabilities and Substance Abuse Services
DPI	Department of Public Instruction
DSB	Division of Services for the Blind
DSDHH	Division of Services for the Deaf and the Hard of Hearing
DSS	Division of Social Services (state agency) Department of Social Services (county agency)
DVRS	Division of Vocational Rehabilitation Services
GACPD	Governor's Advocacy Council for Persons with Disabilities
HHS	U.S. Department of Health and Human Services
NCATP	North Carolina Assistive Technology Project
NCCDD	North Carolina Council on Developmental Disabilities
NCCHI	North Carolina Council for the Hearing Impaired

Resource Agencies in North Carolina

Adolescent Pregnancy Prevention Coalition of North Carolina
1300 Baxter Street, Suite 171
Charlotte, N.C. 28204
(704) 335-1313

Advocacy Center for Children's Education and Parent Training (ACCEPT)
2216 West Meadowview, Suite 215
Greensboro, N.C. 27407
(919) 294-5266

Arc of North Carolina
16 Rowan Street
P.O. Box 20545
Raleigh, N.C. 27619
(800) 662-8706

Association of Self-Advocates of North Carolina
% The Arc of North Carolina
P.O. Box 20545
16 Rowan Street, Suite 204
Raleigh, N.C. 27619
(919) 782-4632
(800) 662-8706

Autism Society of North Carolina
3300 Woman's Club Drive
Raleigh, N.C. 27612-4811
(919) 571-8555

Brain Injury Association of North Carolina
P.O. Box 748
133 Fayetteville Street Mall, Suite 310
Raleigh, N.C. 27602
(919) 833-9634
(800) 377-1464 (NC only)

Carolina Computer Access Center
Metro Center
700 East Second Street
Charlotte, N.C. 28202-2826
(704) 342-3004

Carolina Legal Assistance
P.O. Box 2446
Raleigh, N.C. 27602
(919) 856-2121

Children and Youth Section
Department of Environmental, Health and National Resources
Division of Maternal and Child Health Division
P.O. Box 27687
1330 St. Mary's Street
Raleigh, N.C. 27611
(919) 733-7437

Client Assistance Program
N.C. Division of Vocational Rehabilitation
P.O. Box 26053
Raleigh, N.C. 27611
(919) 733-3364

Clinical Center for the Study of Development and Learning
University of North Carolina at Chapel Hill
CB 7255, BSRC
Chapel Hill, N.C. 27599
(919) 966-5171
(919) 966-2230

Coalition 2001
P.O. Box 20545
Raleigh, N.C. 27619
(919) 782-4632

Community Living Association
P.O. Box 25746
Raleigh, N.C. 27611-5746
(919) 861-9280

Commission on Workforce Preparedness
State School To Work Office
116 West Jones Street
Raleigh, N.C. 27603-8001
(919) 715-3300

Council on Development Disabilities
1508 Western Blvd.
Raleigh, N.C. 27606
(919) 733-6566

Deaf-Blind Multi-handicapped Association of North Carolina
P.O. Box 846
Harrisburg, N.C 28075

Department of Community Colleges
200 West Jones Street
Raleigh, N.C. 27608
(919) 733-7051

Department of Human Resources
101 Blair Drive
Raleigh, N.C. 27603
(919) 733-4534

Department of Human Resources
Division of Medical Assistance
Kirby Building
1985 Umstead Drive
Raleigh, N.C. 27603-2001
(919) 733-2060

Department of Human Resources
Division of MH, DD and Substance Abuse Services
325 North Salisbury Street
Raleigh, N.C. 27603
(919) 733-7011

Department of Human Resources
Division of Services for the Blind
309 Ashe Avenue
Raleigh, N.C. 27606
(919) 733-9822

Department of Human Resources
Division of Services for the Deaf and Hard of Hearing
616 Oberlin Road
Raleigh, N.C. 27605
(919) 715-4306

Department of Human Resources
Division of Social Services
Albemarle Building
325 North Salisbury Street
Raleigh, N.C. 27603
(919) 733-3055

Department of Human Resources
Division of Vocational Rehabilitation
P.O. Box 26053
Raleigh, N.C. 27611
Voice: (919) 733-3364
TDD: (919) 733-5924

Department of Human Resources
Division of Youth Services
Dobbin Building
705 Palmer Drive
Raleigh, N.C. 27603-0527
(919) 733-3011

Department of Labor
Division of Apprenticeship and Training
4 West Edenton Street
Raleigh, N.C. 27601-1092
1-800-Labor-NC

Department of Labor
Wage and Hour Division
Seaboard Building
413 North Salisbury Street
Raleigh, N.C. 27603-5942
(919) 733-2152

Department of Public Instruction
301 N. Wilmington Street
Raleigh, N.C. 27601-2825
Division of Exceptional Children (919) 715-1565
Workforce Development (919) 715-1647

Developmental Disabilities Training Institute (DDTI)
CB# 370 Carr Mill Annex
University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27599-3370
(919) 966-5463

Division TEACCH Administration and Research
CB 7180, 310 Medical School Wing E
The University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27599-7180

Drop-Out Project
Department of Language, Reading, and Exceptionalities
Appalachian State University
124 Duncan Hall
Boone, N.C. 28608
(704) 262-6060

Easter Seal Society of North Carolina
2315 Myran Drive
Raleigh, N.C. 27607
(919) 783-8898

Employment Security Commission
700 Wade Avenue
Raleigh, N.C. 27608
(919) 733-3098

Epilepsy Association of North Carolina
3001 Spring Forest Road
Raleigh, N.C. 27603
(919) 876-7788
(800) 451-0694 (NC only)

Exceptional Children's Assistance Center (ECAC)
P.O. Box 16
Davidson, N.C. 28036
(704) 892-1321

Family Support Network
University of North Carolina at Chapel Hill
CB #7340
Chapel Hill, N.C. 27599-7340
(919) 966-2841
1-800-852-0042

Governor's Advocacy Council for Persons With Disabilities
Bryan Building
2113 Cameron Street, Suite 218
Raleigh, N.C. 27605
(919) 733-9250

JOBS Program
Employment Programs Section
Work First
325 North Salisbury Street
Raleigh, N.C. 27611
(919) 733-3055

Learning Disabilities Association of North Carolina
Box 3542
Chapel Hill, N.C. 27514
(919) 967-9537

Mark Knuckles, Labor Consultant
419 Eight Street, N.W.
Hickory, N.C. 28601
(704) 328-9241 (Requires a fee)

Mental Health Association of North Carolina
3820 Bland Road
Raleigh, N.C. 27609-6239
(919) 981-4259

Mental Retardation Research Center
University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27500
(919) 966-4250

Multi-District Outreach Project
Department of Special Education
UNC Charlotte
Charlotte, N.C. 28223
(704) 547-3731

North Carolina Alliance for the Mentally Ill
4904 Waters Edge Drive, Suite 152
Durham, N.C. 27707
(919) 851-0063
(800) 451-9682 (NC only)

North Carolina Assistive Technology Project
Department of Human Resources
Division of Vocational Rehabilitation Services
1110 Navaho Drive, Ste. 101
Raleigh, N.C. 27607
(919) 850-2787
(800) 852-0042

North Carolina Association of Rehabilitation Facilities
P.O. Box 51254
4905 Pine Cone Drive, Suite 5
Durham, N.C. 27717
(919) 493-7655

North Carolina CEC Division of Transition and Career Development
(Also known as the NC Transition Council)
Onslow County Schools
% Susan Thomas
P.O. Box 99
Jacksonville, N.C. 28540
(910) 455-2211

North Carolina Community College System
200 West Jones Street
Caswell Building
Raleigh, N.C. 27603-1379
(919) 733-7051

North Carolina Council on Developmental Disabilities
The Governor Moorehead School
1508 Western Boulevard
Raleigh, N.C. 27606
(919) 733-6566

North Carolina Disability Information Office
325 North Salisbury Street
Raleigh, N.C. 27611
1-800-638-6810

North Carolina Head Injury Foundation, Inc.
301 South Tryon Street, Suite 1710
Charlotte, N.C. 28282
(704) 332-9834
(704) 334-0058

North Carolina Industrial Commission
Dobbs Building
430 North Salisbury Street
Raleigh, N.C. 27603-5937
(919) 733-6721

North Carolina Self-Advocacy Program
P.O. Box 20545
Raleigh, N.C. 27619
(919) 782-8706

North Carolina Speech, Hearing and Language Association
530 North Person Street
P.O. Box 28446
Raleigh, N.C. 27611-8446
(919) 833-3984

Postsecondary Project
University of North Carolina
Office of Disability Services
Charlotte, N.C. 28223
(704) 547-3136

Supported Employment Training, Inc. (SET)
P.O. Box 12428
Charlotte, N.C. 28220
(704) 333-8220

School-To-Work Transition
Governor's Commission on Workforce Preparedness
116 West Jones Street, Administration Building
Raleigh, N.C. 27603
(919) 715-3300

Special Olympics of North Carolina
P.O. Box 98209
Suite 114, 3209 Gresham Lake Road
Raleigh, N.C. 27615-4131
(919) 878-7978
(800) 843-6276

Spina Bifida Association of North Carolina
6204 Butterfly Court
Fayetteville, N.C. 28306-9303
(800) 847-2262

State Correctional Education
Director of Educational Services
Department of Corrections
P.O. Box 29540
Raleigh, N.C. 27626-0540
(919) 733-7745

State Department of Adult Education
Interim Basic Skills
Department of Community Colleges
200 West Jones Street
Raleigh, N.C. 27603-1337
(919) 733-7051 (ext. 721)

State GED Administration
Coordinator of Adult High School Programs
Board of Community Colleges
Caswell Building
200 West Jones Street
Raleigh, N.C. 27603-1337
(919) 733-7051

State Job Training Partnership Act
Division of Employment and Training
441 North Harrington Street
Raleigh, N.C. 27603
(919) 733-6383

Statewide Parent Education and Advocacy for Kids (SPEAK)
1011 Anderson Street
Wilson, N.C. 27893
(919) 237-4838

Task Force on Vocational and Technical Education
Vocational and Technical Education, Education Building
301 N. Wilmington Street
Raleigh, N.C. 27601-2825
(919) 715-1626

Transportation Services of North Carolina Public Schools
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, N.C. 27601-2825
(919) 733-3846

United Cerebral Palsy of North Carolina, Inc.
P.O. Box 27707
327 West Morgan Street
Raleigh, N.C. 27611-7707
(919) 832-3787

EXAMPLES OF STATEMENTS OF NEEDED TRANSITION SERVICES

Jason. Jason needs to improve his academic and self-advocacy skills in preparation for community college or the Applied Technology Center (ATC). He needs job experience to help confirm his career choice, job seeking and retention skills, and a vocational evaluation. He also needs paycheck math skills. Jason needs skills for apartment and independent living including budgeting, meal planning, meal preparation, and food management, and skills to do his own laundry. He knows his community; however, he could benefit from becoming more aware of recreation options and needs to learn about adult services and the services they provide. In the area of social and relationship skills, Jason needs dating, co-worker, and interpersonal skills.

David. In the area of instruction, David needs information on planning for getting into the Applied Technology Center (ATC) in 1995. Part of this will require exploring the vocational opportunities that the Center offers. He needs continued support in his academic and applied technology education classes with peer tutoring and extended time for tests. In the planning area of employment, David needs continued access to a school faculty member for guidance on problems related to his part-time job. In the area of community participation, David and his family agree that his skill levels in money management and driving need to be addressed. David wants to improve his relationships with peers. Teachers concur that this in an area of social skills development that is needed.

Celine. Celine needs to have special interpreter support this year in meeting her graduation core requirements. She will need to continue her speech and language therapy and auditory training. She needs the consumer education course offered through the resource program staff. Employment preparation will need to continue with another year of occupational exploration in the computerized occupational guidance system. Celine has developed an eczema problem that her physician indicates requires some periodic monitoring at school and home. In the area of social/interpersonal development, Celine needs more opportunities for interaction with a wider range of peer groups.

Kim. Kim needs to have a carefully planned transition from the junior high school to the high school. He and his family indicate that he is afraid of new situations and new environments, and he needs close monitoring as he makes initial adjustments. Kim needs instruction in functional skills of daily living, communication, community participation, and social behavior. He needs the support and modeling of a student his age in inclusive settings and situations. Kim's interest in music can be addressed through the curriculum, extra-curricular opportunities at school, and through community activities. He needs a functional vocational evaluation to determine basic interests and aptitudes as well as employability skills. Kim needs to be placed in a supported employment situation to work toward competitive employment in 1995. His weight problem needs to be addressed through monitoring of his diet at school and providing appropriate physical education activities. Kim needs to make contact with the local Developmental Disabilities Division of the local Mental Health agency this school year to determine eligibility for services.

Callie. Callie plans to attend Utah State University in 1995. She needs to contact the USU Student Support Center. Callie needs continued support in core graduation requirement courses, using instruction through the collaborative teaching teams. She also needs to take a course in home living and management as an elective, as well as continue with her regularly scheduled counseling services. Callie and her family would like her to participate in the community summer employment program. Callie needs information about vocational rehabilitation to determine whether or not to apply for services.

Storms, DeStefano, and O'Leary, 1996.

Individuals with Disabilities Act
P.L. 101-476: Regulations Relating to Transition
(Storms, DeStefano and O'Leary, 1996)

Section 300.18 Definition of Transition Services

(a) "Transition Services" means "a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities including:

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation.

(b) The coordinated set of activities described in this paragraph must be (1) based upon the individual student's needs, taking into account the student's preferences and interests, and (2) must include:

- (i) instruction
- (ii) community experiences
- (iii) development of employment and other post-adult living objectives, and
- (iv) if appropriate, acquisition of daily living skills and functional vocational evaluation.

Section 300.344 Participants in the meeting

(c) Transition services participants.

- (1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite - (i) the student; and (ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services,
- (2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and
- (3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

Section 300.345 Parent Participation

(2) If a purpose of the meeting is the consideration of transition services for a student, the notice must also (i) indicate this purpose (ii) indicate that the agency will invite the student; and (iii) identify any other agency that will be invited to send a representative.

Section 300.346 Content of the Individualized Education Program

Adds (b) Transition services.

(1) The IEP for each student beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in Section 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in Section 300.18 (b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

Section 300.347 Agency Responsibilities for Transition Services

(a) If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.

(b) Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Commonly Asked Questions About IDEA's Transition Requirements

Note: Numbers in parentheses ( ) following each question refers the reader to the actual section in IDEA.

Section 300.18: Definition of Transition Services

1. **Must the IEP identify a desired post-school outcome, and, if so, how should this be expressed? (300.18,a)**

   Yes. A statement of needed transition services must be designed within an outcome-oriented process, and therefore desired post-school outcome(s) must be identified on the IEP. It may be expressed as a long-range desired post-school outcome or summarized as part of the information that documents the student's interests and preferences.

2. **What are examples of post-school activities? (300.18,a)**

   Post-school activities describe what the student wants to do after high school: where the student wants to live, work, recreate, continue to learn, and participate in his or her community.

3. **What are the requirements regarding consideration of the student's "preferences and interests" when developing the transition services for the IEP? How are the student's preferences and interests determined? (300.18, b.1)**

   The student must have an opportunity to indicate his or her preferences and interests during the IEP meeting when transition services are being considered. If the student doesn't attend the IEP meeting when transition services are discussed, the district must ensure that the student's interests and preferences are considered during the development of the statement of needed transition services. To accomplish this, the school district may use checklists and other relevant self assessments including personal interviews and situational assessments. Family members and peers could also provide information to assist in determining a student's preferences and interests.

Section 300.344: Participants in the Meeting

1. **Who must be included in the IEP team when transition services are to be included in the IEP? (300.344,c)**

   As is true for all IEP meetings, participants must include the district representative, the teacher and the parent, and, when appropriate, other teachers or individuals. In addition, IDEA regulations require that when an IEP meeting includes the consideration of transition services for a student, the school district shall invite: (1) the student; and (2) a representative of any other agency that is likely to provide or pay for transition services.

2. **What is the school district's responsibility for inviting students to IEP meetings that address transition services? (300.344,c.1 i)**

School districts are responsible for inviting students to their own IEP meetings. The invitation may be included in the parents' notification of the IEP meeting or it may be separate. Documentation of the student's invitation should be maintained in the student's record.

3. **Are there any circumstances under which a student would not be invited? (300.344, c.1 i)**

No. The rule clearly states that if a purpose of the meeting is to consider transition services for a student, the school district shall invite the student to attend the IEP meeting.

4. **What form should the invitation to the student take, and how does it compare to the regulations for parental notice -- e.g. in writing, provided 10 days in advance, etc.? (300.344, c. 1 i)**

There is no prescribed form for the student invitation, however, school districts must be able to demonstrate that a student was invited to attend the meeting. Prior written notice is required for all IEP meetings. Written notices must be in a language that the student understands.

5. **If a student does not attend the IEP meeting, what steps should the district take to ensure that the student's preferences and interests are considered? (300.344, c. 3)**

If a student does not plan to attend the meeting, the school district may consider the following methods for obtaining student input prior to the meeting: student conferences and inventories, family conferences and inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from peers and other persons who know the student. It is critical that the student's interests and preferences are considered during development of the statement of needed transition services.

6. **Which agencies should be invited to send representatives to IEP meetings that will address transition services, and how should invitations be documented? (300.344, c. i @ ii @ 300.344, c. 2)**

School district personnel will have to rely on their best professional judgement and knowledge of adult agencies to determine which agencies to invite to the first meeting in which transition services are addressed. Copies of correspondence with invited agencies should be included in the student's records to document the invitation.

7. **What are participating agencies? (300.344)**

   Relevant agencies could include Vocational Rehabilitation agencies, Developmental Disabilities and Regional Providers, Job Training Partnership Act providers, community colleges, colleges and universities, and any other agency determined appropriate to provide transition services for a student with a disability.

8. **May services of another agency be specified on an IEP when that agency's representative is not present at the IEP meeting? (300.344, c. 3 @ 346. b.2)**

   Yes, but it is recommended that steps be taken to obtain their participation in the planning of transition services prior to the IEP meeting if a representative is not expected to attend. School districts may involve agencies through direct participation or other methods such as conference, telephone contact, or correspondence. If there is not a commitment and the agency is unable to provide the service, the school district must reconvene the IEP team to consider alternative strategies.

9. **What is the district's responsibility if the parents do not want the student invited to the IEP meeting? (300.344, c)**

   IDEA requires that the school district invite the student to participate in the IEP meeting if it will be addressing transition services for the student. If the student is 16 or older, transition services will always be considered. Further, if the student does not attend (for whatever reason), the public agency shall take steps to ensure that the student's preferences and interests are considered in the planning of any transition services.

Section 300.345: Parent Participation

1. **May IEP meetings that address transition services be conducted if parents are not in attendance? (300.345, d)**

   Yes. The IEP meeting may be conducted without the parents in attendance if the school district is unable to obtain the attendance of the parents. The school district must have a record of its' attempts to arrange a mutually agreed upon time and place. If the parents cannot attend, steps shall be taken to ensure parent participation. Parent input on the IEP, including transition services, may be provided through face-to-face or telephone conferences, written correspondence or other preplanning activities.

2. **Must parents be notified that the student and agency representatives are invited to attend the IEP meeting? (300.345, a.2 ii & iii)**

   Yes. The notice to parents must indicate that a purpose of the meeting is to consider transition services and that the student and representatives from other agencies will be invited.

Section 300.346: Content of the IEP

1. **Must the IEP specify the amount of services provided by other agencies or may it just list the services? (300.346,b.4)**

   The amount of services provided must be stated in the IEP, so that the level of the other agency's commitment of resources will be clear to parents, students and transition team members. The amount of time to be committed to each of the various services to be provided must be (1) appropriate to that specific service and, (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. Changes associated with scheduling services do not require holding another IEP meeting, but a change in the type of service or amount of services does require changing the IEP.

2. **When should a statement of needed transition services be included in the IEP for students younger than age 16? Who decides when services are needed earlier? (300.346, b.1)**

   Transition services should be addressed for a student younger than 16 if the needs of the student will require extensive transition planning or if the student is at risk of dropping out of school before age 16. The IEP team will make the determination that services are needed for a student who is younger than 16. Transition services should be addressed for a student who will turn 16 before the next annual review.

3. **May school districts develop transition plans separate from the IEP? (300.346,b.1) .**

   No. IDEA does not recognize a separate transition plan apart from the IEP. A statement of needed transition services must be specified in the IEP. However, additional planning meetings may precede the discussion of transition services at the IEP meeting.

4. **If it is determined that a student does not need transition services in one or more areas, should that be documented on the IEP? (300.346, b.2)**

   Yes. If the IEP/Transition team determines that services are not needed in one or more areas, the transition plan must include a statement to that effect and the basis upon which the determination was made.

5. **Once a student is no longer the responsibility of the school, who is responsible for providing transition services? (300.346, b.1)**

   Designation of other participating agencies' responsibilities or linkages or both for providing services should be clearly stated in the transition plan before the student leaves school.

Section 300.347: Agency Responsibilities for Transition Services

1. **What is a school district's responsibility for ensuring that an agency is providing the services agreed upon in the Transition Plan? (300.347, a)**

   The school district is responsible for ensuring that an agency is providing the services agreed upon in the transition plan. This may be done through regularly scheduled meetings between the participating agency and the district, the development of interagency agreements, regular communication with the participating agency through written progress reports or any variety of other mutually-agreed upon arrangements that ensure the necessary communication between the district and the participating agency.

2. **How will a school district verify or know when services are not being provided? (300.347,a)**

   Verification of services may be obtained from the parent, the student, or the representative of the agency responsible for providing for or paying for the service. Another opportunity for monitoring service provision may occur during the annual review.

3. **What are the timelines for reconvening a transition meeting when agreed-upon agency services are not provided? (300.347, a)**

   The regulation requires the public agency responsible for the student's education to initiate a meeting "as soon as possible" for the purpose of identifying alternative strategies when a participating agency fails to provide agreed-upon services. No specific timelines are stated in the regulation.

4. **Are school districts responsible for providing services listed on the Transition Plan that an agency has agreed to provide but failed to do so prior to graduation? (300.347, a & b)**

   The public agency responsible for the student's education is responsible for identifying alternative strategies for services not provided to a student prior to graduation. Another transition meeting must be held as soon as possible for the purpose of identifying alternative strategies to meet the student's transition needs and, if necessary, revising the student's plan. One of the possible alternative strategies might be for the school district itself to provide the needed service. Schools should not, however, automatically bear the cost of transition services which according to the Transition Plan would have been borne by another agency. As stated in the regulation, nothing relieves any participating agency (including a vocational rehabilitation agency) of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of the agency.

5. **What alternative strategies can be developed if an agency fails to provide the agreed-upon transition services? (300.347, a)**

Alternative strategies could include referral to another agency, identification of another possible funding source, or identification of some alternative ways to provide the same or similar service. The IEP/Transition Team may, if necessary, revise the student's plan.

6. **What are the procedures for changing transition services on the IEP? (300.347, a)**

The procedures for changing transition services are the same as those used for changing any part of the IEP.

Adapted from Incorporating Transition into the IEP: Manual and Resource Guide, written by Lizanne DeStefano and Deborah Winking under contract to the Illinois State Board of Education in Individuals With Disabilities Education Act: Transition Requirements, A Guide for States, Districts, Schools and Families (January 1996), Jane Storms, Lizanne DeStefano, Ed O'Leary.

EXAMPLES OF TRANSITION ACTIVITIES

Post-Secondary Education

Referral to Vocational Rehabilitation for financial assistance
Assistance with applications/financial aid forms
Assistance with selecting an educational institution
Assistance in understanding the criteria for admission and deadlines for application
Contacting the Student Support services personnel at the college and learning about services for students with special needs
Effectively expressing limitations and needs
Visits to campus(es)
Assistance in taking admission tests (accommodations)
Self-advocacy training
Study skills training
Test-taking skills training

Employment

Off-Campus Vocational Experiences (e.g. job shadowing, paid community-based training)
On-Campus Vocational Experiences (e.g. school factory, small business, on-campus jobs)
Workforce Development Education courses
JTPA related activities
Work Adjustment
Supported Employment services
Referral to CAP-MR for payment of day services
Establishment of case management services for long-term follow-up through medicaid reimbursement for supported employment
Training in job-seeking skills
Training in job maintenance skills
Training in employment related social skills
Vocational training in the skills required for a specific vocational area
Work behavior and work habit training
Registration at Employment Security Commission
Referral to Vocational Rehabilitation
Vocational evaluation/assessment
Assistance in understanding the results of vocational evaluations/assessments
Assistance in understanding work-related forms/paperwork
Training in functional academic skills related to employment settings
Self-advocacy skills
Establishment of natural supports on the job site

Training in employment related laws and legislation related to persons with disabilities
Training in employment goal-setting
PASS or IRWE development and approval
Transportation arrangements
Touring a Technical school

Residential (Independent Living)

Assistance in understanding social security benefits
Training in clothing care
Training in household maintenance (e.g. cleaning, simple repairs, contacting a repairman, etc.)
Cooking skill training
Menu Planning
Training in money-related skills (e.g. opening a bank account and using banking services, budgeting, comparison shopping, checkbook management, use of coupons, credit and loans, purchasing major items, paying bills, etc.)
Yard care
Simple first aid training
Training in obtaining medical/health care
Community service utilization training
Telephone usage training
Touring residential living options
Learning about criteria for subsidized housing

Recreation

Taking community-based classes in a hobby or area of special interest
Exposure to and training in community recreational activities
Assistance in enrolling/joining community recreational organization
Social skill training
Training in social amenities
Training in how to make and keep friends
Evaluating personal recreational interests
Participating in school sports
Joining a community sports team
Participating in a church-related activity
Administering recreational/leisure assessments and surveys
Training in budgeting for recreation and leisure activities
Joining a hobby club
Touring community recreation sites

TRANSITION PLANNING TIMELINE

Following is a sample timeline of generic tasks related to transition and suggested age ranges for when these tasks should be accomplished. Of course, each student's needs during the transition process are different and this timeline is only meant to serve as a guide. All tasks will not apply to all students and some students will need highly individualized services not included in this planning tool. This list is not meant to be totally inclusive of all the transition associated tasks.

Action	Age Range
_____ Provide Career Education and if appropriate, functional academics.	5-21
_____ Provide parents with information about how they can prepare their child for adult life.	5-21
_____ Administer initial vocational assessment.	12
_____ Ensure that the following areas (when needed) are included in the development of IEPs: Academic, social, language/communication, occupational, vocational, self-help skills, self-advocacy skills.	12-15
_____ Develop and implement strategies to increase responsibilities and independence at home and in the community.	12-21
_____ Complete periodic vocational evaluations based on student needs and interests.	12-21
_____ Introduce and discuss transition services with parents and students. Provide written information and training.	14
_____ Assure that copies of work-related documents are available: • Social Security Card • Birth Certificate • Work Permit	14-15
_____ Complete proper paperwork concerning vocational training experiences: • Parental Permissions • Student Contracts • Student Insurance • Timesheets • Emergency Medical Permissions • Release of Information Forms	14
_____ Develop transition component of the IEP and update annually thereafter.	14 (when needed) but no later than 16
_____ Include other adult service providers in the transition planning process and provide students and parents information about available services.	14 - 21
_____ Consider summer employment and volunteer work outside of school hours.	15 - 21

Action	Age Range
____ Explore community leisure activities.	14 - 21
____ Consider the need for residential opportunities.	15 - 21
____ Obtain personal ID card.	16 - 18
____ Obtain driver's training and license.	15 - 18
____ Develop transportation/mobility strategies such as independent travel skills training and public transportation.	16 - 21
____ Investigate SSDI/SSI/Medicaid programs.	16 - 18
____ Consider guardianship.	16 - 18
____ Develop and update employment lists.	16 - 21
____ Make appropriate employment related referrals.	14 - 18
____ Present the student at Single Portal.	14 - 20
____ Research possible adult living arrangements.	16 - 20
____ Seek legal guardianship (when appropriate).	18
____ Investigate post-school educational opportunities and make appropriate. applications.	16 - 21
____ Investigate post-school vocational training opportunities and make appropriate applications.	16 - 21
____ Male students should register for the draft.	18
____ Register to vote.	18
____ Review health insurance coverage. Investigate continued eligibility after graduation from school. Investigate medicaid.	18
____ Complete transition to adult life (residential, employment, education, recreation). Affirm that plans are in place for services in the following areas: • Post-secondary/Continuing Education • Employment • Legal/Advocacy • Recreation/Leisure • Medical/Health • Counseling • Financial/Income • Transportation/Independent Travel Skills	18 - 21

*** Modified and Adapted from Transition Services: A Planning and Implementation Guide, The New York State Education Department - Office of Special Education Services and the Office of Vocational and Educational Services for Individuals with Disabilities, 1994**

CONFIDENTIAL

BUNCOMBE COUNTY SCHOOLS
INDIVIDUAL PLAN FOR TRANSITION
AND
CAREER DEVELOPMENT PLAN

Student: ______________________ DOB ____________
Social Security Number: ______________________ Sex: ______ Age: ______
School: ______________________ Grade ____________
Area of Eligibility: ______________________ Date Certified: ____________

A. ACADEMIC INFORMATION

Educational Test: ______________________ Date Administered: __________

Area	Grade Score	Standard Score
Reading		
Mathematics		
Written Language		
Knowledge		

==

B. VOCATIONAL INTEREST

Interest Test: ______________________ Date: __________
Interview: ______________________ Date: __________
Observation: ______________________ Date: __________
High Interests: ______________________

Low Interests: ______________________

Student Expressed Interests: ______________________

C. VOCATIONAL APTITUDE

Tests Administered: ______________________ Date: __________

High Potential for success occupational areas: ______________________

Low Potential for success occupational areas: ______________________

D. ADDITIONAL INFORMATION

Tests Administered: ______________________ Date: __________

Strengths: ______________________
______________________ Date: __________

Weaknesses: ______________________
______________________ Date: __________

Exit Goal: ______________________

CONFIDENTIAL

BUNCOMBE COUNTY SCHOOLS
INDIVIDUAL PLAN FOR TRANSITION

Student Name: ______________________________ DOB: ______________

School: ______________________ Transition Domain: ______________

Goal or Planning Area: ______________________________________

Description of current level of functioning, strengths and needs related to transition planning area:

____

____

Objectives/ Recommendations	Resources/ Responsibilities	Timelines	Evaluation/ Comments

IEP Committee/Parent Participation

We have participated in the development and writing of the IEP:

Principal:	______________	School Social Worker:	__________
Parent/Guardian:	______________	Speech/Language:	__________
Classroom Teacher:	______________	VI Specialist:	__________
Special Educator:	______________	OT/PT:	__________
APC Representative:	______________	Other:	__________
Psychologist:	______________	Other:	__________

Confidential

BUNCOMBE COUNTY SCHOOLS
TRANSITION PLAN REVIEW

Student Name: ____________________ DOB: __________ Age: __________
School: ____________________ Grade: __________ Exceptionality: ________
Exit Goal: ____

TRANSITION DOMAINS

Instruction	**Community Experiences**
Employment and Other Post-School Adult Living Objectives	**Daily Living Skills and Functional Vocational Evaluation (if appropriate)**

IEP Committee/Parent Participation

We have participated in the development and writing of the IEP/ITP:

Student: ____________________ Other: __________
Parent/Guardian: ____________________ Other: __________
Classroom Teacher: ____________________ Other: __________
Special Educator: ____________________ Other: __________
LEA Representative: ____________________ Other: __________

Forsyth/Winston-Salem Schools
Individual Transition Component (ITC)
IEP Attachment

Name ______________________ Date __________ School __________________ Age/DOB __________ Student # __________

SECTION 1: TRANSITION PRESENT LEVEL OF PERFORMANCE:

Include information about the student's needs, interests and preferences.

Indicate where and how this information was attained. (Check all that apply):

From whom?

_____ The student
_____ Parents and family members
_____ Peers
_____ Professionals
_____ Other (Please specify)
____
____

How?

_____ Interest and skill inventories
_____ Observation/situational assessment
_____ Formal assessments
_____ Ratings
_____ Interviews
_____ Other (please specify)
____
____

SECTION II: DESIRED POST-SCHOOL OUTCOMES STATEMENTS (LONG-RANGE GOALS):

What does this student want to do within a few years after high school in terms of employment, post-secondary education/training, residential (independent living), community participation/recreation/leisure, and adult services?

SECTION III: STATEMENT OF NEEDED TRANSITION SERVICES:
Service Areas

1. **Instruction:**
______ Yes See goal/objectives page # ________
______ No The IEP/ITP team has determined that student does not need services in this area due to ______________________________

____

____

2. **Community Experiences:**
______ Yes See goal/objectives page # ________
______ No The IEP/ITP team has determined that student does not need services in this area due to ______________________________

____

____

3. **Adult Living/Including Employment:**
______ Yes See goal/objectives page # ______
______ No The IEP/ITP team has determined that student does not need services in this area due to ______________________________

____

____

4. **Daily Living Skills and Functional Vocational Evaluation**
______ Yes See goal/objectives page # ______
______ No The IEP/ITP team has determined that student does not need services in this area due to ______________________________

____

____

SECTION IV: OTHER AGENCY INVOLVEMENT

AGENCY	NEEDED ACTION/SERVICES	Team Member Responsible To Make Contact	TIMELINE/DATE CONTACT	COMPLETED

COMMENTS:

SECTION V: PARTICIPATION

Did the student attend the ITP/IEP meeting? _______ Yes ______ No

If no, what steps were taken to ensure that the student's preferences and interests were considered in the develop of the ITP/IEP?

Did the parent(s) or guardian attend the ITP/IEP meeting? _______ Yes ______ No

If no, what steps were taken to ensure their involvement?

Did a representative of any other agency that is likely to be responsible for providing or paying for transition services attend the meeting? If so please list.

If an agency invited to send a representative did not do so, what steps were taken to obtain participation in the planning or provision of transition services?

COMMENTS/FUTURE NEEDS:

Transition Planning Guide (TPG)

General Information

A. Personal Identifiers:

1. Name: Last ______________________ First ______________________ 2. Sex: M F
3. DOB: ______________________ 4. ID #: ______________________
5. Classification Category - (Check / one): AU ☐ BEH ☐ EMH ☐ HI ☐ MU ☐ OI ☐ OHI ☐ LD ☐ S/LI ☐ S/P ☐ TMH ☐ TBI ☐ VI ☐ Other (Describe) ______________________

6. Parent or Guardian: ______________________
Address: ______________________
____
Phone: ______________________

B. Secondary School Experience:

1. Name of School ______________________
2. Type of School (Check / one): a. Regular High School ☐ b. Special School (Public) ☐ c. Separate School Private ☐ d. Other (Describe) ______________________

3. Program Setting (Check / one): ☐ Consultation ☐ Regular ☐ Resource ☐ Separate

C. Projected Date of School Exit: Mo. __________ Year __________

__________ Diploma __________ Certificate __________ Occupational Diploma

D. Consumer, School and Non-School Participants: (✓) Check all individuals invited to participate in transition planning.

	Date of Transition Planning Meeting						
	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
1. **Consumer**							
a. Student							
b. Parent(s)/Guardian							
2. **School (Optional to write in name of participants)**							
a. Special Education Teacher(s)							
b. Special Education Administrator							
c. Vocational Education Administrator							
d. Regular Education Teacher(s)							
e. Regular Education Administrator							
f. Psychologist							
g. Social Worker							
h. Transition Teacher							
i. Guidance Counselor							
j. LEA							
k. Other (Describe) ______________________							
3. **Non-School (Optional to write in name of participants)**							
a. VR Counselor							
b. JTPA Representative							
c. Employment Services Provider							
d. Community College Representative							
e. Community Living Skills Training Program Rep.							
f. Residential Services Case Coordinator							
g. Other (Describe) ______________________							

II. Desired Post-School Outcomes

	Date of Transition Planning Meeting						
	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
A. Employment (check / one):							
1. None Due to Expected Enrollment in Post-Secondary Ed.							
2. Competitive Employment (No Need for Support)							
3. Competitive Employment (Time-Limited Support)							
4. Supported Employment (Infrequent Support)							
5. Supported Employment (Daily Support)							
6. Sheltered Workshop							
7. Other (Describe) ______							
______							
______							
B. Post Secondary Education or Training (Check / one):							
1. None Due to Expected Post-Secondary Employment							
2. Community College or University (No Need for Support)							
3. Community College or University (Needs Support)							
4. Technical/Trade School (No Need for Support)							
5. Technical/Trade School (Needs Support)							
6. Adult Education Class(es) (No Need for Support)							
7. Adult Education Class(es) (Needs Support)							
8. Adult Education Class(es) (Special Class)							
9. Other (Describe) ______							
______							
______							
C. Residential: (1) for Immediate; (2) for Long Term							
1. With Parents or Relatives							
2. Independent Living (No Need for Support)							
3. Independent Living (Time-Limited Support)							
4. Independent Living (Ongoing, But Infrequent Support)							
5. Independent Living (Daily Support)							
6. Group Home Living (Supervision)							
7. Group Home Living (Supervision and Training)							
8. Group Home Living (Skilled Nursing)							
9. Other (Describe) ______							
______							
D. Recreation and Leisure (Check / one):							
1. No Assistance Required for Person to Participate in Community Recreation and Leisure Activities							
2. Time-Limited Support Needed for Person to Participate in Community Recreation and Leisure Activities							
3. Ongoing, Infrequent Support Needed for Person to Participate in Comm. Recreation and Leisure Activities							
4. Ongoing, Daily Support Needed for Person to Participate in Comm. Recreation and Leisure Activities							
5. Other (Describe) ______							
______							

Summarize student's interest and parents' concerns:

Comments (Date all entries):

Student Name: ______________________________

1C. Action Plan: Services needed for the next year to attain post-school outcomes. Check (✓) all that apply. Circle services provided (○) at annual review.

- List service description and responsible party.

Date of Transition Planning Meeting

	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
Identify student's skills and interest							
1. Administer individual:							
Interest inventory							
Vocational assessment							
2. Evaluate individual work skills							
3. Refer to:							
MR/DD							
Vocational Rehabilitation							
4. Career Counseling/Guidance							
5. Enroll in Curriculum Instruction for academic assistance							
6. Complete College Preparatory Classes							
7. Other ______							
______							
A. Provide student with employability skills training							
1. Follow school vocational education curriculum:							
Regular							
ICT							
TechPrep							
Other ______							
2. Follow functional curriculum							
3. Participate in an in-school training program							
4. Social skills training							
5. Self advocacy training							
6. Other ______							
______							
B. Provide student with community-based employable training							
1. Arrange community work experiences:							
CO-OP							
Job Sampling							
Other ______							
2. Assist with job site training							
3. Assist in locating part-time job:							
Summer							
After-school							
4. Assist in locating volunteer opportunities							
5. Other ______							
______							
C. Identify local employment opportunities							
1. Contact specific employers							
2. Visit job sites							
3. Arrange interview(s)							
4. Place into:							
Competitive employment							
Supported employment							
Sheltered workshop							
Community Living Skills							
Other ______							
5. Assist with job site training							
6. Assist in locating transportation							
7. Other: ______							
______							
______							

EMP[illegible]OYMENT

Date of Transition Planning Meeting

	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
A. Identify post-secondary education/training options							
1. Discuss options with counselor							
2. Explore entrance requirements for:							
Universities							
Community Colleges							
Technical Schools							
Extended day or night classes							
Other							
3. Take							
PSAT							
SAT							
Other							
4. Complete							
Applications							
Interviews							
Visits							
Other							
5. Refer to Vocational Rehabilitation							
6. Other							
B. Identify military options							
1. Provide information about military services							
2. Meet recruiter							
3. Take ASVAB							
4. Other							

RESIDENTIAL

	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
A. Identify local residential options							
1. Discuss types of living arrangements:							
Independent Living							
Group home							
Supervised apartment living							
Other							
2. Provide local residential information							
3. Review entrance requirements/criteria for residential placement							
4. Refer to agency. Specify:							
5. Investigate housing options for post-secondary bound students							
6. Other							
B. Privides student with independent living skills training in the following areas:							
1. Self-care							
Clothing							
Domestic care							
Money management							
Social skills							
Transportation							
Housing							
Medical needs/therapy							
Assistive Technology							
2. Other							

Student Name: ______________________________

Date of Transition Planning Meeting

	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
C. Identify available financial assistance							
1. Provide appropriate information							
2. Refer to agency. Specify: ______							
3. Other ______							
______							
D. Identify need for guardianship							
1. Provide appropriate information							
2. Refer to agency. Specify: ______							
3. Other ______							
A. Identify local options							
1. Provide community recreational information:							
Organizations							
Clubs							
Sports teams							
Special Olympics							
Facilities							
Other ______							
B. Identify student's interest to community/recreational leisure-time activities							
1. Select/participate in a community recreational/leisure time:							
Activity							
Club							
Special Olympics							
Sports team							
Other ______							
2. Refer to agency (specify) for ______ skills training							
3. Assist in locating transportation:							
Car pool							
County transportation system							
Accessible Transportation							
Other ______							
4. Assist in obtaining Driver's Education instruction							
5. Transportation training							
6. Other ______							

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Comments (Date all entries): Include justification for areas not needed for post-school outcomes.

315

Date: ___/___/___

Meeting Participants and Position:

Date: ___/___/___

Meeting Participants and Position:

Date: ___/___/___

Meeting Participants and Position:

Date: ___/___/___

Meeting Participants and Position:

Date: ___/___/___

Meeting Participants and Position:

Student Dream Sheet

1. Where do you want to live after graduation? What town? What kind of housing?

2. Do you want to continue your education? Where? What do you want to study?

3. What kind of job do you want now? What days and hours do you want to work?

4. What kind of job do you want after graduation? What days and hours do you want to work?

5. Where do you want to work?

6. What chores do you do now? What chores would you like to do?

7. What types of equipment or tools can you use? What equipment or tools would you like to use?

8. What types of things can you cook?

9. What doctor and dentist do you use? Do you know how to contact them?

10. Do you have any significant medical problems? Do you take any medications?

11. What choices do you make now? What choices are made for you that you would like to make for yourself?

12. What kind of transportation will you need after high school?

13. What do you do for fun? What do you do with friends?

14. What special interests do you have?

15. How much money will you need to live on after graduation? What bank will you use?

16. Where will you shop for food, clothes, and other items? Do you know how to shop there now?

17. Do you have or want a pet? Do you know how to take care of a pet?

18. Do you know how to clean a house and do routine home maintenance?

19. Can you care for your own clothes?

20. Do you need an advocate, counselor, lawyer or support group?

Student Signature: ______________________ Date: __________

Interviewer Name: ______________________

Review Dates: ______________________ ______________________

______________________ ______________________

Shelby City Schools, Project TASSEL Handbook, 1992.

STUDENT/PARENT QUESTIONNAIRE

The following questions will help you (and your parents) think about your preferences and interests as well as services you will need after leaving high school. School staff will use your answers to assist you in planning and locating services that match your future plans. Your parent/guardian can help you answer these questions.

1. Please give your age, grade level, and date of graduation:

   _____ Age _____ Grade _____ Date of Graduation

2. What do you plan to do after you leave school?

3. What are your preferences and interests in moving into the adult world?

4. What do you want for yourself during the next year after leaving school: in 5 years, 10 years?

   Employment:

   Education:

   Living Arrangements:

5. What most concerns you about your future?

6. Are you presently in contact with any agencies that will or may be involved with you after graduation? Do you plan to make or maintain contact?

7. Do you feel you can advocate for yourself when you graduate from high school, or does your parent/guardian or someone else need to advocate for you on your behalf?

8. With whom and where would you like to live?

9. Where would you like to work? What kind of work would you like to do?

10. What recreational/leisure facilities have you used? Which ones would you like to use when you graduate from high school?

11. In what areas do you feel that you will need assistance to plan for when you leave school?

_____ Vocational
_____ Work training
_____ Residential placement
_____ Social relationships
_____ Transportation
_____ Placement
_____ Financial
_____ Recreation/leisure
_____ Independent living
_____ Sexual awareness

Student Name: ______________________________ Date Completed: __________

Mark Murphy, 1992.

STUDENT TRANSITION ASSESSMENT

General Questions For Assessment Planning:

1. What are your greatest dreams or goals?
2. What are your greatest fears?
3. How can school/agency resources help you to reach your goals?
4. Is there anything the school/family/agencies are doing for you now that you could/should be doing for yourself?

Educational Questions:

1. Why do you think you're successful in some classes?
2. Why are you experiencing difficulty in other classes?
3. What modifications do you need in your classes to succeed?
4. How do you learn best?
5. What specific skills are you lacking that could be taught to you in school?
6. What further educational training do you wish you could get?
7. How will you pay for further educational training?

Career Questions:

1. What would you like to be doing 2-5-10 years from now?
2. What skills will you need to get the job you want?

3. What kinds of things do you think you're good at? What are you not good at?

4. What kind of vocational training/education would you like to have after high school?

5. What would your ideal job be?

6. What kinds of information/classes/training do you need to have in order to reach your career goals?

7. What hobbies, interests, recreation activities do you have that you could use in a career?

8. What job shadowing or job try-outs would you like to try in order to explore possible careers?

9. What kind of work experience have you had?

Community/Residential Questions:

1. Where do you want to live after you graduate?

2. What kind of transportation will be available to you after graduation?

3. What kind of chores/jobs do you do at home that will help you as an independent adult?

4. What kind of domestic skills do you need help with (cooking, household management, etc)?

5. If you moved to a new community, how would you locate housing, recreational opportunities, transportation, medical, and legal resources, etc.?

6. How will you manage your money after you graduate?

7. What money/banking skills do you have?

Medical/Legal Questions:

1. Do you have a family doctor/dentist?
2. Do you have any medical needs that will require support beyond high school?
3. If you run into a legal problem, how will you handle it? Who will you go to for help?
4. Who would you contact in case of emergency?
5. What would you need to know about first aid if help wasn't readily available?
6. If you don't understand the terms of a contract, who can you go to for help?
7. What kinds of insurance will you need, and how will you pay for it?

Recreation/Leisure Questions:

1. What do you like to do for fun?
2. What are your hobbies and interests?
3. Is there anything you wish you could learn how to do that you don't know now?
4. Are there any school activities you think you might like to get involved in?
5. What recreation opportunities are offered in your community that might interest you?

6. What recreation resources might you look for if you moved to a new community?

7. Would you rather spend leisure time alone or with others?

Social/Interpersonal Questions:

1. How do you handle conflicts or solve problems?

2. Who do you/would you like to go to when you have a problem or need help - at home - at school - in the community?

3. Do you have someone you trust to talk with when things aren't going well?

4. Who do you include in your circle of friends?

Self-Determination Resources

Project Empower
Prince George's Private Industry Council, Inc.
1802 Brightseat Road
Landover, MD 20785
(301) 386-5522 Ext. 243
Contact: Jack Campbell

Skills and Knowledge for Self-Determination
Wayne State University
Developmental Disabilities Institute
326 Justice Building
6001 Cass Avenue
Detroit, Michigan
(315) 577-2654
Contact: Sharon Field

Enhancing the Self-Determination of Youth with Disabilities
University of Minnesota
Institute on Community Integration
College of Education
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4848
Contact: Brian Abery

Choice-Makers: A Self-Determination Transition Project
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
P.O. Box 7150
Colorado Springs, CO 80933-7150
(719) 593-3266
Contact: James Martin

Project Partnership: A Model Program for Encouraging Self-Determination Through Access to the Arts
Very Special Arts Education Office
John F. Kennedy Center for the Performing Arts
Washington, DC 20566
(202) 628-2800
Contact: Phyllis Cunningham

Self-Determination in Integrated Settings
University of Hawaii
Department of Special Education
Wist Hall 210
1776 University Avenue,
Honolulu, HI 96822
(808) 956-5009
Contact: Robert Stodden

Project Pride
Catholic Community Services of S. Arizona
268 West Adams
Tucson, AZ 85705
(602) 792-1906
Contact: Marguerite D. Harmon

Self-Determining Skills for Youth
People First of Tennessee, Inc.
2934 McNairy
Nashville, Tennessee 37212-1211
(615) 297-2734
Contact: Jennifer Rush-Simms

A Research Project To Identify and Teach Skills Necessary for Self-Determination
National Center of Disability Services
201 I.U. Willets Road
Albertson, NY 11507
(516) 747-5400
Contact: Susan Kimmel

Self-Determination Curriculum Project
National Headquarters of Arc
500 East Border Street
Arlington, TX 76020
(817) 261-6003
Contact: Michael Wehmeyer

Self-Determination: The Road to Personal Freedom
Protection and Advocacy Systems
1720 Louisiana NE, Suite 204
Albuquerque, NM 87110
(505) 256-3100
Contact: Beatriz Mitchell

Skills Necessary for Self-Determination
Los Naranjos Preschool
1 Smoketree Lane
Irwine, CA 92714
(714) 552-0945
Contact: Beverly Huff

Further Reading:

Clare M. (1990). Developing self-advocacy skills with people with disabilities and learning difficulties. London, England: Further Education Unit.

Davie, A.R. (Ed.). (1989). HEATH resource directory. Washington, DC: HEATH Resource Center.

Mason, C.Y. (1990). Consumer choice and satisfaction. Washington, DC: National Association of Rehabilitation Facilities.

Mithaug, D.E. (1991). Self-determined kids. Lexington, MA: Lexington Books.

Mithaug, D.E., Martin, J.E., Agran, M., and Rusch, F.R. (1988). Why special education graduates fail: How to teach them to succeed. Colorado Springs, CO: Ascent Publications.

Mithaug, D.E., Martin, J.E. and Agran, M. (1987). Adaptability Instruction: The goal of transition programming. Exceptional Children, 53, 500-505.

Pinellas County Schools (1992). Community-referenced curriculum: A guide for instruction, kindergarten primary-intermediate levels. Tallahassee: Florida Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students.

Van Reusen, A.K. and Box, C.S. (1990). I PLAN: Helping students communicate in planning conferences. Teaching Exceptional Children, 22, 30-32.

Zirpoli, T.J., Hancox, D., Wieck, C. and Skarnulis, E.R. (1989). Partners in policy making: Empowering people. Journal of Association for Persons with Severe Handicaps, 14, 163-167.

ASSESSMENT FOR PARENTS

Dear Parents,

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

Employment:
I think my son/daughter could work in:

_____ Full time regular job (competitive employment)
_____ Part time regular job (competitive employment)
_____ A job that has support and is supervised, full or part time (supported employment)
_____ Military Service
_____ Volunteer Work
_____ Other: ________________________________

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that:

To work, my son/daughter needs to develop skills in:

Education:
Future education for my son/daughter will include (check all that apply):

_____ College or University
_____ Community College
_____ Vocational Training
_____ On-the-Job Training

_____ Adult Basic Education classes
_____ Compensatory Education classes
_____ Life Skills classes
_____ Other: ________________________________

My son's/daughter's educational strengths are:

To attend post-secondary training, my son/daughter will need to develop skills in:

Residential/Living:
After graduation my son/daughter will live:

_____ On his/her own in a house or an apartment
_____ With a roommate
_____ In a supervised living situation (group home, supervised apartment)
_____ With parents
_____ With other family members
_____ Other: ________________________________

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that:

To live as independently as possible, my son or daughter needs to develop skills in:

Recreation and Leisure:
When my son/daughter graduates, I hope he/she is involved in (check all that apply):

_____ Independent recreational activities
_____ Activities with friends
_____ Organized recreational activities (club, team sports)
_____ Classes (to develop hobbies, and explore areas of interest)
_____ Supported and supervised recreational activities
_____ Other: ________________________________

During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that:

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

Transportation:
When my son/daughter graduates, he/she will (check all that apply):

_____ Have a driver's license and a car
_____ Walk, or ride a bike
_____ Use transportation independently (bus, taxi, train)
_____ Use supported transportation (family, service groups, car pool, special program)
_____ Other: ______________________________.

My son's/daughter's strength(s) in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Appendix K: Assessment For Parents

Review items in the following three areas. Please identify areas in which your son or daughter needs information/support.

Social/Interpersonal:
_____ Making friends
_____ Setting goals
_____ Family relationships
_____ Handling legal responsibilities
_____ Handling anger
_____ Communicating needs/wants
_____ Relationships with the opposite sex
_____ Counseling
_____ Other: ______________________________

Personal Management:
_____ Hygiene
_____ Safety
_____ Mobility/transportation
_____ Domestic skills
_____ Money management/budgeting
_____ Time/time management
_____ Personal care
_____ Other: ______________________________

Health:
_____ Ongoing care for a serious medical condition
_____ Sex education
_____ AIDS awareness
_____ Information on drug/chemical abuse
_____ Other: ______________________________

McAlaran, 1993.

QUESTIONS PARENTS CAN ASK DURING THE TRANSITION PLANNING PROCESS

QUESTIONS FOR SECONDARY SCHOOL PERSONNEL:

- What are the career and vocational objectives on my child's Individualized Education Program (IEP)
- Will my child participate in job training, if appropriate?
- On what social skills does the IEP Team think my child needs to work?
- I would like my child included in more vocational classes. What classes do you suggest?
- What type of vocational assessments are administered to determine my child's area of interests and strengths?
- Will my child be taught functional math and reading?
- What will my child's IEP Transition Plan include?
- Is there an objective on recreation activities and how does it tie into my child's Transition Plan?
- What functional activities contribute to independence?

QUESTIONS FOR POST-SECONDARY/VOCATIONAL TRAINING OR EDUCATION PROGRAMS:

- What training programs are offered?
- What is the length and cost of the programs?
- What are the entry requirements for these programs?
- If my child signs up today, how long will it be before he/she can start the program?
- What support services are available for him/her?
- How and where can financial assistance be obtained?
- What is the name of the contact person for each program?
- What is the application procedure?
- What kinds of specific vocational training is the school going to pay for?
- Do you provide assistance in locating a job when my child finishes your program?

QUESTIONS FOR ADULT SERVICE AGENCIES:

- What programs and services are offered by your agency?
- What types of disabilities do you serve?
- How do you determine eligibility?
- What services would you provide my child? What is the cost? Can financial assistance be obtained and, if so, whom do I contact?
- For what vocational program is my child qualified?
- Is there a waiting list for your programs? If so, how long?
- Who is the contact person?
- How old does my child have to be to receive your services?
- What is the duration of the services?
- What is my role and level of involvement?
- Do you offer individual and family counseling?

North Dakota Transition Guidebook, 1996.

QUALITY INDICATORS FOR LOCAL TRANSITION COUNCILS

	Component in Place	Component Needs Modification	Technical Assistance Needed
GROUP COMPOSITION			
Possible members of the team:			
Student			
School system staff			
Advocacy groups			
Social Clubs, churches, civic organizations			
Private employers, Chamber of Commerce			
Housing Authority			
Peer Support Groups			
Parent/Guardian			
Consumer representatives			
Post-secondary education representative			
Division of Vocational Rehabilitation			
Mental Health - Division of Developmental Disabilities			
Employment Security Commission			
Department of Social Services			
Social Security Administration			
Residential Providers			
POST-SCHOOL LINKAGES			
Planning for adult services linkages occurs (pre-graduation)			
The student is involved in adult services linkages planning			
Interagency agreements exist			
GROUP PROCESS			
Meetings occur regularly and are time specific			

Meetings have an agenda and minutes are kept			
Meetings have a facilitator or group leader			
Group has a vision statement (may include goals)			
Group has procedures to ensure all parents' comments are heard and valued (active listening is practiced)			
Group has participated in teaming activities			
Group has developed a method for dealing with conflict			
GROUP ACTIVITIES (Causing Change)			
Effective exchange of agency information			
Identifying local funding sources			
Financial issues (PASS, IRWE)			
Futures planning, guardianships, trusts			
Transportation issues			
Natural supports (immediate and ongoing)			
Volunteering (participation on boards, committees, etc)			
Community access (full inclusion in community activities)			
Residential options			
Recreational options			
Developing post-secondary training options			
Employment options or support			
FOLLOW-UP ACTIVITIES			
Follow-up data is collected on students after exiting high school			
Group has an annual review of activities			
The annual review directs and/or modifies future activities			

The Center For Change in Transition Services, 1996.

INTERAGENCY AGREEMENT
FOR
TRANSITION SERVICES IN CLEVELAND COUNTY

I. PURPOSE

The purpose of this agreement is to facilitate the coordination of services to students with disabilities, ages 16 and above, within Cleveland County during transition from school-to-work and community living. For each individual to experience successful transition from school to post-secondary activities, an array of support and training opportunities are essential. A Community Level Transition Committee composed of parents, governmental agencies, community organizations, and private industry, is needed to provide leadership in developing an appropriate service delivery system. To accomplish this task the following services will be provided by each of the participating agencies.

This agreement is made and entered into between the three school systems of Cleveland County and the local governmental agencies responsible for adult services for individuals with disabilities.

II. GENERAL RESPONSIBILITIES

A. The agencies agree to support the development of regulations, policies and practices for a community transition committee.

B. The agencies agree to exchange information regarding program goals and student/client needs when appropriate.

C. The agencies agree to provide in-service training as needed.

D. The agencies agree to provide representation at quarterly meetings for the purpose of evaluating and planning cooperative services.

E. The agencies agree to provide representation on the school level transition teams when necessary.

III. LOCAL EDUCATION AGENCIES AGREE TO:

A. Provide the following services for students with disabilities based on need: (1) Job Placement, (2) Job Coaching (3) Vocational Assessment (4) Vocational Counseling (5) Modified Curriculum (6) Service Coordination (7) Job Follow-Up until exit from school (8) Follow-up annually after graduation or exit from school for a period of 3 years for the purpose of program evaluation.

IV. THE COMMUNITY AGENCIES

B. Cleveland Center: Mental Health, Developmental Disabilities and Substance Abuse Services Agrees To:

1. Support transition services to young adults with developmental disabilities.
2. Provide routine consultation with other agencies, referral to residential services, vocational follow-up, and post-graduation

counseling.

3. Provide certification of clients for determining CAP-MR/DD, AVAP, CBI, and HRI eligibility.
4. Attend scheduled conferences of students in transition when appropriate before they exit the school program.

B. Cleveland Community College Agrees To:

1. Provide services to students who have been admitted to the Community College System.
2. Support and assist disabled youth in job training and assessment through enrollment in the curriculum program.
3. Provide job placement services, career exploration and counseling, job seeking skills, and financial aid to eligible students.
4. Attend scheduled conferences of students in transition when appropriate before they exit the school program.

C. Cleveland Vocational Industries Agrees To:

1. Support transitional services of identified young adults who are developmentally disabled.
2. Coordinate and assist with referral of students to Cleveland Vocational Industries.
3. Provide services through vocational skill training, vocational evaluation, job placement, job coaching, case coordination, long-term follow-up, and short term follow-up to eligible clients.
4. Attend scheduled conferences of students in transition when appropriate before they exit the school program.

D. Department of Social Services Agrees To:

1. Support transition services of young adults with developmental disabilities.
2. Provide routine consultation with other agencies making referrals for residential and transportation services.
3. Assist in the coordination of Workfirst programs and transition services
4. Attend scheduled conferences of students in transition when appropriate before they exit school.

E. Employment Security Commission of North Carolina Agrees To:

1. Provide transition services to any U.S. citizen or individual authorized to work by the Immigration and Naturalization Service, who is of legal age.
2. Provide services by distributing labor market and career information along with appropriate and suitable job placement assistance to eligible clients.
3. Attend scheduled conferences of students in transition when appropriate before they exit the school program.

F. **Isothermal Planning and Development Commission Agrees To:**

1. Support transition services of economically disadvantaged youth.
2. Provide services through career planning, career assessment, job training, apprenticeships, job placement, support for educational services, and support services to eligible and suitable clients.
3. Attend scheduled conferences of students in transition when appropriate before they exit school.

G. **Shelby City Recreation Department Agrees To:**

1. Support transition services of individuals with disabilities.
2. Provide services through various recreational opportunities and facilities.
3. Attend scheduled conferences of students in transition when appropriate before they exit the school program.

H. **Transportation Administration of Cleveland County Agrees To:**

1. Provide social service agency transportation under a single provider concept to clients of public and private non-profit agencies in Cleveland County.
2. Provide transportation to the general public on a private contract basis.
3. Support transition services to disabled individuals through consultation services to teachers, students, and parents.
4. Attend scheduled conferences of students in transition when appropriate before they exit school.

I. **Vocational Rehabilitation Agrees To:**

1. Support transition services of individuals with disabilities that will result in an employment outcome.
2. Coordinate referral of Vocational Rehabilitation clients.
3. Sponsor in-school adjustment training, work adjustment via the vocational workshop, and job coaching services.
4. Provide vocational evaluations, counseling, training and transportation assistance to eligible individuals based on need.
5. Provide follow-up services for employed students who have exited the school system.
6. Attend scheduled conferences of students in transition when appropriate before they exit the school program.

This agreement will be renegotiated on an annual basis. This agreement is being entered into

on ____.

Note: Signatures of Representatives of Participating Agencies should be attached.

Shelby City Schools, Project TASSEL, 1997.

NOTICE OF MEETING

Agency: ______________________________ Date: __________

Staff Member (Optional): ______________________________

The **Individuals With Disabilities Education Act (IDEA)** defines transition services as a coordinated set of activities, designed within an outcome-oriented process, which promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The needed transition services must be identified for students beginning no later than age sixteen (and younger when determined appropriate). These services are to be reviewed annually.

IDEA also requires that, when appropriate, a statement of interagency responsibilities or linkages (or both) be made before the student leaves the school setting.

A meeting to identify and plan transition services for ______________________________,

is scheduled for (date) ______________________ at (time) ______________________,

(place) ______________________.

Your assistance in identifying and planning transition services is important. If you have questions, please call ______________________________ at (phone) ______________________.

If you are unable to attend, please complete the enclosed response form and return it to the School-Based Committee Chairperson prior to the meeting date. Thank you for your assistance.

Sincerely,

______________________ School

______________________ School-Based Chairperson

______________________ Phone

______________________ School Address

Onslow County Schools, 1997

AGENCY RESPONSE
TRANSITION SERVICES PLANNING

I have received the notification of the meeting for (student) ______________________,

(date) ____________________________________ at (time), ________________

to discuss services needed to promote movement from school to post-school activities. Included in the notification was an explanation of the requirements of the Individuals with Disabilities Education Act (IDEA) regarding transition services.

_______ **I plan to attend the meeting.**

_______ **I am unable to attend the meeting, but will provide input through telephone contact prior to the meeting.**

_______ **I am unable to attend the meeting and offer the following written input:**

____

____

____

____

____

____

____

____

____.

If more space is necessary, attach additional sheets.

______________________________ (Signature)

______________________________ (Agency)

______________________________ (Date)

______________________________ (Phone)

*It would be helpful for you to send or bring brochures or other information (eligibility requirements, services available, fees, etc.) about your agency.

Onslow County Schools, 1997

SAMPLE LETTER INVITING STUDENT

(Date)

Dear ________________________
(student name)

You are invited to attend a meeting to develop your Individualized Education Program (IEP) for next year. Part of the purpose of this meeting will be to consider transition services. The IEP will be written to help you reach your personal goals of what you want to do after school. In the IEP, we will include how you, your family, the school and other agencies can work together to help you reach your goals. At this meeting, you and your family will have a chance to:

- share your preferences, needs and interests
- discuss your post-school goals (like where you would like to work, live, continue your education after high school, and other questions about your future)

Then, together with other members at the IEP meetings, we will all:

- discuss your strengths and areas for growth
- develop a plan for the coming year
- outline the school's and other agencies' roles and responsibilities to help you prepare for adult life

Because this meeting is about **what you want to do**, it is very important that you attend. The meeting will be held on __date__ at __time__ at __location__.

Because we will be discussing the possibility of you benefiting from various services, we have invited the following people to this meeting as well:

Name: ______________________ Agency/Position: ______________________

Name: ______________________ Agency/Position: ______________________

Name: ______________________ Agency/Position: ______________________

Name: ______________________ Agency/Position: ______________________

Please let me know if there are other people you would like to invite to your IEP meeting (for example your employer, neighbor, friend). A letter is being sent to your parents inviting them to attend. If you have any questions about this letter or the meeting, please give me a call or stop by my office/class. My phone number is ________________________.
Please return the attached response slip by __date__.

Sincerely,

Name and Date

Storms, DeStefano and O'Leary, 1996.

VOCATIONAL RELEASE OF INFORMATION

Student Name ______________________ DOB __________

Address ______________________ SS# __________

____

Telephone ______________________

Parent(s) Name ______________________

I give permission for the personnel of __________ to provide relevant information to businesses/adult service providers concerning __________'s job performance, abilities, needs and special accommodations. I understand that this release is only in affect for; (1) businesses providing off-campus vocational training sites, paid community-based training sites or potential paid employment, and; (2) adult service providers involved in transition planning. I understand that this release will stay in effect until graduation or at which time I choose to revoke it.

______________________ __________
Student Signature Date

______________________ __________
Parent Signature Date
(Required if student is under 18 or has a legally appointed guardian)

______________________ __________
School Representative Date

Shelby City Schools, Project TASSEL, 1992.

TRANSITION TEAM INFORMATION FORM

Student Name ______________________ DOB ______________________
Address ______________________ SS# ______________________
____
Telephone ______________________ School ______________________
Parents/Guardian ______________________

Vocational Interests:

Vocational Aptitude:

Vocational Preparation (include on campus/off campus vocational training, workforce development education courses, JTPA placements, summer employment, and career preparation courses):

Achievement/Post-Secondary Education Plans:

Recreation Interests/Needs:

Residential Plans/Needs:

Community Participation:

Other Considerations:

1. **Transportation**

2. **Finances**

3. **Family Involvement**

4. **Employment Leads**

5. **Medical/Health Considerations**

6. **Other Agency Involvement**

7. **Behavior/Work Habits/Attitude/Motivation**

8. **Other**

Prepared by ______________________________ Date ______________

Shelby City Schools, Project TASSEL, 1992.

SCHOOL SYSTEMS WITH COOPERATIVE V.R. AGREEMENTS

(5-12-97)

Alamance
Asheboro City
Asheville City
Beaufort
Bladen
Buncombe
Burke
Cabarrus
Caldwell
Carteret
Caswell
Catawba
Chatham
Cherokee
Clinton City
Clay
Cleveland
Columbus
Craven
Cumberland
Davidson
Davie
Durham
Duplin
Forsyth
Franklin
Gaston
Graham
Granville
Guilford
Harnett
Halifax
Haywood
Henderson
Hickory City
Iredell-Statesville
Jackson
Johnston
Kannapolis City
Kings Mountain City
Lee
Lenior
Lexington City
Lincoln
Macon
McDowell
Mecklenburg
Mitchell
Moore
Mooresville City
Mt. Airy City
Nash
New Hanover
Newton-Conover
Onslow
Pasquotank
Pender
Pitt
Person
Randolph
Richmond
Robeson
Rockingham
Rowan-Salisbury
Rutherford
Sampson
Scotland
Shelby City
Stanley
Surry
Swain
Thomasville City
Transylvania
Union
Vance
Wake
Warren
Wayne
Whiteville City
Wilkes
Wilson
Yadkin
Yancey

North Carolina Division of Vocational Rehabilitation Services DVR-0503

Department of Human Resources Rev.1/1/93
Raleigh, N.C.

Individualized Written Rehabilitation Program

Name: VR# Date:

Vocational Rehabilitation Services: Post-Employment Services:

Amendment: Annual Review: Periodic Review:

Your vocational goal is:

= =

- Your intermediate rehabilitation objectives, along with a review schedule are listed below. Successful completion of these objectives will enable you to reach your vocational goal.

Objective A.

Review Schedule: Date Completed:

Objective B.

Review Schedule: Date Completed:

Objective C.

Review Schedule: Date Completed:

Objective D.

Review Schedule: Date Completed:

Objective E.

Review Schedule: Date Completed

- The review services have been deemed necessary to enable you to reach your rehabilitation objectives.

Service: 1.

Responsible Party:
Initiation Date: Anticipated Completion Date:

2.

Responsible Party:
Initiation Date: Anticipated Completion Date:

3.

Responsible Party:
Initiation Date: Anticipated Completion Date:

4.

Responsible Party:
Initiation Date: Anticipated Completion Date:

==

Anticipated Post-Employment Services:

Counselor Comments:

Your Responsibilities:

Client Statement:

Comparable Benefits

Comparable benefits have been investigated and, if available, are identified below. These benefits are to be used towards the cost of your rehabilitation services:

Comparable Benefits:

- Medicaid
- Medicare
- Medical Insurance
- Worker's Compensation
- Mental Health Services
- Cancer Control Project
- VA Benefits
- Children's Special Health Services
- Pell Grant/Other Educational Grants
- Other (Specify)

Your individualized written rehabilitation program was developed with your input, and you will receive a copy. You will be given the opportunity to participate in periodic and annual reviews of your progress towards reaching your rehabilitation objectives. If necessary, and with your input, your program can be amended.

I have reviewed my IWRP Handbook and received a copy.

Client Signature:

Date:

A DESKTOP GUIDE TO SSI ELIGIBILITY REQUIREMENTS

Supplemental Security Income (SSI) is a federal program that makes monthly payments to the elderly, the blind, and people with disabilities, including children, who have limited income and resources. The following chart describes the basic eligibility requirements for SSI. Note: Due to the new welfare reforms laws, some of this information may be in the process of revision.

Requirement	Definition	Exceptions/Exclusions
Elderly	- Must be 65 or older	
Blind	- Corrected vision of 20/200 in better eye - Field of vision less than 20 degrees	Person whose visual impairment is not severe enough to be considered blind may qualify as a disabled person
Disabled	- Physical or mental impairment that keeps a person from performing any substantial gainful work and is expected to last 12 months or result in death - A child's disability must affect his or her ability to do the things and behave in the ways that a child of his or her age normally would	Special work incentives allow some income and resources to be excluded and permit payment of special cash benefits or continuation of Medicaid coverage even when a blind or disabled person is working
Limited Income	**Countable Income Must Be:** - Below $422 a month for single adult or child - Below $633 a month for couple	**Not all income counts.** Some exclusions are: - $20 per month of most income - $65 per month of wages and 1/2 of wages over $65 - Food Stamps - Home energy/housing assistance
Limited* Resources (Property and assets the person owns)	- $2000.00 for single adult or child - $3000.00 for couple (limit even if only one member is eligible)	**Not all resources count.** Some exclusions are: - The home a person lives in - A car, depending on use/value - Burial plots - Burial funds ($1500) - Life insurance ($2500 or less)

* If only one member of a couple is eligible, the income and resources of both are considered in determining eligibility. If a child under 18 is living with parents, the parents' income, and resources are considered.

- Must be US citizen or legal alien to receive benefits.

U.S. Department of Health and Human Services - SSA, SSA Publication, No. 05-11001.

PLAN FOR ACHIEVING SELF-SUPPORT

Name: ______________________ SSN#: ________________________

1. My work goal is:

2. I want my plan to begin in:

   I expect to reach my goal in

3. I will have the following expenses in order to reach my goal:

Item	Connection to Goal	Month(s) Paid	Cost	Total

4. I already have the following money or property that I will use to reach my goal:

5. I expect to receive the following income that I will use to reach the goal:

6. I will keep the money I set aside under my plan in the following bank account:

7. I am/am not already working or saving toward the goal.

Signature: ____________________ Date: __________

Individuals who helped me with my plan:

Examples of Materials That Can Be Used For Teaching Transition Skills

Vocational Training

1. **CAPE Career Advancement for Post-Secondary Education : Sample Career Portfolio**
Transition & Vocational Education Guides
College of Education
University of Washington
Seattle Washington 98195
1995

This sample portfolio includes career advancement activities, portfolio development, and the progressive timelines toward placement goals for individuals with disabilities. A worksheet for identifying and analyzing career support needs, accommodations, funds, and resources is provided as well. The sample portfolio provides materials, tools, and aides necessary in job-seeking, applying for, interviewing for, and securing employment, which include: applications, cover letters, interview and application aides, job seeking and source aides, references, letters of recommendation, resume file, work samples, and awards.

2. **Social Competence for Workers with Developmental Disabilities: A Guide to Enhancing Employment Outcomes in Integrated Settings**
Carl F. Calkins and Hill M. Walker
Division of Special Education and Rehabilitation
College of Education
University of Oregon
Eugene, Oregon

Paul H Brookes Publishing Co.
P.O. Box 10624
Baltimore, Maryland 21285-0624
1990

This manual is used to assess individuals with disabilities by providing a social competence Match Unit, Intervention Selection Unit and Resources Unit. This book includes test forms and an instructional packet, which is useful for professionals who are assisting in the assessment, evaluation, and implementation process of job placement.

3. **Vocational Education to Work**
Experimental Education Unit WH-10
University of Washington
Seattle, WA 98195
(206) 543-4011
1990

This is a model demonstration program whose purpose is to assist special education students in entering vocational education programs, completing them successfully, and gaining career benefits from the experience. This model also enhances the collaboration between vocational and special educators. The four component of the model are: (1) Active Recruitment, (2) Guided Placement, (3) Continuing Support, and (4) Job Placement and Follow Up. There is an integral relationship between each component, but the individual guides were designed to stand alone. The guides are directed towards the person(s) who have been assigned to coordinate the model.

4. **Occupational Outlook Handbook**
JIST Works, Inc.,
The Job Search People
720 North Park Avenue
Indianapolis, IN 46202-3431
1-800-648-JIST

This book describes 250 occupations in detail covering approximately 107 million jobs. The book is used as a reference with an introductory chapter that explains how the occupational descriptions and statements are organized. The next two chapters deal with where to go for additional information, and discusses the forces that are likely to affect employment opportunities through the year 2005.

5. **Occu-Facts, 2nd Edition**
Careers, Inc.
P.O. Box 135
1211 10th Street
Largo, FL 34639-0135
1-800-726-0441

This book lists 564 occupations in an outline form and is organized by 20 standard occupational classification grouping. Each job description contains typical activities performed, working conditions, temperaments and attitudes, educational interests and requirements, employment outlooks, related careers, and a source of additional facts.

6. **Handbook for Developing Community-Based Employment**
Robert Paine
RPM Press, Inc.
Tucson, AZ 85751
(602) 886-1990
1992

This handbook was developed to help clients bridge the gap from work centers to competitive employment by facilitating consumer's transition and adjustment to the actual labor market. The chapters include: (1) Introduction, (2) Definitions and Conceptual Background, (3) Department of Labor Wage and Hour Compliance, (4) Employer Incentives, (5) Marketing CBE to Employers, (6) Training Methods, (7) Management of the CBE Site, (8) Case Studies of Community Employers, (9) SSI Benefits and Work Incentives, and (10) Resources.

7. **Leisure Education in Supported Employment**
Employment Opportunities, Inc.
3522 Haworth Drive
Raleigh, NC 27609
(919) 782-8346
1994

This manual serves as a guide to help individuals with disabilities gain knowledge and skills in the area of leisure and recreation. The manual provides a comprehensive program that promotes and enhances skills necessary to participate in social settings with the expectation that these skills will carry over to all other aspects of the individual's life. The manual offers realistic approaches to leisure activities with efforts to assist organizations, agencies, families, and residential staff to become a support network for fostering this participation.

8. **Applying The Fair Labor Standards Act When Placing Students into Community-Based Vocational Education: A Trainer's Manual**
Laura Love
Education Program Specialist
Special Education Section
Arizona Department of Education
Tuscon, AZ 85751
June 1994

The manual was designed to train professionals on the FLSA. The information provided is to be used as a training module as it applies to vocational education, vocational training, and employment of students. The manual is to be used in conjunction with one's state Departments of Education and Labor.

9. **Toward Supported Employment: A Process Guide for Planned Change**
James F. Gardner, Michael S. Chapman, Gary Donaldson, and Solomon G. Jacobson
Paul H Brookes Publishing Co.
P.O. Box 10624
Baltimore, Maryland 21285-0624
1988

This book provides professionals with the planning process for Supported Employment and the roles and responsibilities of management and key staff. It includes the importance of Supported Employment services in coordination with human service providers and private sector organizations and addresses the issue of resistance to change as well as staff resistance within the context of Supported Employment conversion.

10. **Vocational Preparation and Employment of Students with Physical and Multiple Disabilities**
Jo-Ann Sowers, Ph.D and Laurie Powers, Ph.D.
Oregon Research Institute

Paul H Brookes Publishing Co.
P.O. Box 10624
Baltimore, Maryland 21285-0624
1991

This book serves as a guide for creating strategies for designing job tasks. It addresses issues that effect the individual with physical disabilities, which include: wheelchair mobility, bowel/bladder control, and behavioral disturbances. The authors confront these and other issues through the technology of applied behavior analysis.

11. **Vocational Education for Multi-handicapped Youth with Cerebral Palsy**
Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, Maryland 21285-0624
1988

This book was written for children and adolescents who are multi-handicapped and have cerebral palsy. Task analysis, instructional techniques based on learning principles, and rehabilitation engineering among other such concerns are addressed as they apply to the teacher and other professionals working with such individuals.

12. **A Way To Work: Community-Based Vocational Training**
Attainment Company
P.O. Box 103
Oregon, WI 53575
1-800-327-4269

A Way To Work is designed to help special educators provide community-based vocational training to middle and high-school age students with developmental disabilities. It targets students who traditionally have been denied post school community employment. The program has three components: The Instructor's Guide, Resource File, and videos. This program is suitable for students with moderate to severe mental retardation.

13. **Decisions at Work: Vocational Decision Making Skills**
Harvest Educational Labs
73 Pelham Street
Newport, RI 02840

The titles include:

1. Working for a Living and Why Work?
2. Now What Do I Do?
3. Decisions at Work
4. Success for Work

This series of filmstrips and audio tapes are suitable for students with mild to moderate mental retardation.

14. **Contemporary Books Inc.**
Two Prudential Plaza
Chicago, IL 60601-6790
1-800-621-1918

This is a series of texts with the following titles:

1. Ready to Work: Winning at the Job Game
2. Work Wise Tactics for Job Success
These books are designed for students who need to know the essentials of finding and keeping a job.

3. Working in English: Beginning Language Skills for the World of Work (Book 1 and 2)
Marianne Bruns 1991
These books teach beginning ESL students how to communicate and function effectively in the world of work.

4. Reading Skills That Work: A Functional Approach for Life and Work (Book 1 and 2)
Susan Echaore-Yoon 1991
These texts present strategies that enable adult learners to read a variety of materials related to daily life and work.

5. Communication Skills That Work (Book 1 and 2) Wendy Stein/Elizabeth Romach 1991
These texts present strategies that enable students to communicate more effectively in their daily lives and at work.

6. Essential Skills for the Workplace Teachers Guide 1994
This text has been developed to respond to the needs of workforce education providers. The series provides the kinds of specialized instructional materials, and resources that best prepare adults and young people for the demands of today's economy.

15. **Microcomputer Educational Programs**
157 Kalamazoo Mall
Suite 250
Kalamazoo, MI 49007
1-800-421-4157

1. Job Success: First Day on the Job
2. Job Success: Looking Good
3. Job Success: Your Work Habits

16. **Working I: Activities and Habits for Getting and Holding a Job**
James Stanfield and Company
P.O. Box 1983
Santa Monica, CA 90406

This is a series of eight media programs on four separate video cassettes. Each video is divided into two parts. Part 1 - Look Good, Feel Good Grooming for Men; Part 2 - Look Good, Feel Good Grooming for Women; Part 3 - Being on Time; Part 4 - Working Together; Part 5 - Being Positive; Part 6 - Keeping Your Job; Part 7 - Understanding Directions; and, Part 8 - The Quality Worker.

17. **Entering the World of Work**
Glance Publishing Company
15319 Chatsworth Street
Mission Hills, CA 91345
1989

This textbook is written to help students understand the importance of work. It comes with a student activity workbook that contains pre and post-tests.

18. **Skills for Job Success Series**
Educational Press
P.O. Box 32382
Baltimore, MD 21208-8382
1990

This series of short situational stories and worksheets help students understand different competencies for job success. The series incorporates different levels from K-6 that covers areas such as accepting criticism, asking for help, role playing situations, and on the job training.

19. **Applying for a Job**
Opportunities for Learning, Inc.
20417 Nordhoff Street
Chatsworth, CA 91311
1989

Series of workbooks that provide students with supplementary activities that are related to applying for a job. Included in the activities are games, puzzles, vocabulary activities and short explanatory exercises. The series includes the following titles: (1) Career Awareness, (2) Self Awareness. (3) Finding a Job, (4) Applying for a Job, (5) The Interview, (6) Job Information, (7) Job Thinking, (8) Job Attitude (9) Leaving a Job, and (10) Personal Independence.

20. **Microcomputer Educational Programs**
MCE Division of Lawrence Productions
P.O. Box 458
Galesburg, MI 49053-9990
1986

These computer programs include Resumes Made Easy, Filling Out Job Applications, and Be a Winner: Set Your Goals. Each program is interactive and on completion of each program a printout is available.

21. **Problem Solving in the Job World**
Education Associates, Inc.
8 Crab Orchard Road
P.O. Box Y
Frankfort, KY 40602
1-800-626-2950

This is a job retention program for adolescents and young adults which contains videos that are designed to encourage improvement in interpersonal communication and experience with problem solving and conflict resolution. There are three videos: (1) Problem Solving in the Job World; (2) Your Appearance: The Interview; (3) Your Appearance II: On the Job. Each video has vignettes that contain scenarios with designated discussion question, activities, and assignments for each segment.

Transition

1. **From School to Work**
The Goodheart-Wilcox Company Inc.
South Holland, IL
1991

This textbook was written to assist students in making a smooth transition from school to work. The text comes with a student activity guide that is divided into sections which correspond to chapters in the book. Some of the activities include crossword puzzles, math exercises, as well as activities that are designed to encourage students to think, evaluate various situations, and to draw conclusions.

2. **Transition Choices Program**
Experimental Education Unit
P.O. Box 357925
University of Washington
Seattle, WA 98195
(206) 543-4011
1996

This program is designed to assist students with disabilities to participate more fully in the transition planning process. The six skill areas or units of curriculum are as follows: (1) Exploring Choice and Developing Preferences; (2) Planning Goals and Following Through; (3) Choices in Seeking Assistance; (4) Recognizing and Asserting Personal Rights; (5) Negotiating for Choices; (6) Respecting the Preferences of Others. This program infuses teaching self determination into ongoing activities of school-based instruction, community-based instruction, and home support. Included in the program kit are assessments, teaching cards, supporting implementation kits, and an inservice development guide. All TCP teaching cards and forms are included on a Word disk.

3. **Career Development and Transition for Adolescents with Disabilities**
Gary M. Clark and Oliver P. Kostoe
Allyn and Bacon
A Division of Simon and Schuster, Inc.
160 Gould Street
Needham Heights, MA 02194
1995

This textbook is a revised edition that includes new and improved information concerning career development, transition programs and services, and secondary special education. Information is also included on federal initiatives, local and state agencies, adult service agencies, educational reform, family advocacy, and self determination.

4. **Career Education: A Life Skills Approach (3rd Edition)**
Donn E. Brolin
Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632
1995

This textbook contains issues and questions regarding the education of students with learning difficulties and disabilities. The chapters contain information on Functional Skills Curriculum Approach (based on the LCCE), Family and Community Resources, Instructional Planning, Instructional Delivery and Implementation. A functional life skills curriculum model and framework is presented with several other models, curriculum materials, and resources.

5. **Life Beyond the Classroom: Transition for Young People With Disabilities**
Paul Wehman (1992)
Paul H. Brooks Publishing Co.
P.O. Box 10624
Baltimore. MD 21285-0642

This textbook looks at the whole concept of transition and examines what rehabilitation counselors, special educators, psychologists, and other professionals in the field must do to enhance transition for students with disabilities from school to adulthood. The first chapter outlines the transition needs of students with disabilities in the U.S., and reviews recent and pending changes in legislation and policy. The second chapter deals with follow-up studies, while the next few chapters elaborate on the specifics of transition planning. The subsequent chapters deal with individualized applications for transition planning and implementation for students with specific disabilities.

Functional Skills

1. **Survival Skills Systems**
The Conover Company
P.O. Box 155
Omro, WI 54963

Topics on computer disks include:

1. Employment Signs
2. Survival Words
3. Information Signs

This series is suitable for students with moderate to severe mental retardation.

2. **Edmark Functional Word Series**
Edmark
P.O. Box 3218
Richmond, WA 98073-3218
1990

This series consists of teacher guides, teaching modules, and are sequenced in small steps for easy learning. The series also includes work recognition post-test and worksheets. It can be used with individuals who lack a functional vocabulary including non-reading or limited reading adults, non-English speaking and individuals with developmental disabilities.

100 functional words are taught in each of the following four categories:

1) Signs Around You - Information and protection words.

2) Fast Food/Restaurant Words - Words needed to order meals.
3) Grocery Words - Words necessary for finding items in a grocery store.
4) Job/Work Words - Words encountered on the job. Also aids in finding and keeping a job.

3. **Reading for Today**
Steck-Vaughn Company
Austin, TX
1989

This reading series consists of individual student books, a teachers edition, workbooks and diplomas. It is a sequential program, designed to teach reading as a whole act. It contains several strands that build reading power. The strands include life coping themes, sight words, phonics, oral language, structural language, and comprehension.

Book 1	Entry level book for individuals with no prior reading or writing skills.
Book 2	Written at 1.0-2.0 reading level
Book 3	Written at 2.0-3.0 reading level
Book 4	Written at 3.0-4.0 reading level
Book 5	Written at 4.0-5.0 reading level
Book 4/5	Additional lessons in comprehension skills and life coping skills.

4. **Using the Newspaper to Teach Basic Living Skills**
J. Weston Walch
P.O. Box 658
Portland, MA 04104-0658
1988

This book contains worksheets that are designed to assist student with using the newspaper. It is organized according to basic life skills and includes games that show students the variety of information contained in a newspaper. There is an information sheet that accompanies each worksheet. Also includes specific objectives and step by step directions.

5. **Daily Living Skills: Using a Telephone**
Pro-Ed
8700 Shoal Creek Blvd.
Austin, Tx 78758
1993

This series of programs is designed to teach individuals with disabilities the basic elements of telephone usage. The complete program includes a Trainers Manual, five Telephone Directories with pictures and spaces for numbers, four certificates of success, and a How To Manual.

This program consist of four units:

Unit One - Making Local Calls
Unit Two - Calling Long Distance
Unit Three - Calling Community Services
Unit Four - Using a Pay Telephone

6. **Blooming Stories**
Lingui Systems
3100 4th Ave.
East Moline, IL 61244

A collection of stories that are read aloud to students to help stimulate critical thinking and language skills. The story units are arranged in order of difficulty and contain a copy of the story, guided lesson plans, practice pages, and a set of discussion questions. Designed for preschool through early elementary. Not age appropriate for older students with disabilities.

7. **What's in Your Community?**
What's in Your Home?
McFarlin - LePage Educational Products
P.O. Box 19008
San Diego, CA 92159-0008
1989

These books were created to supplement communication and independent living classes. The activities are fun and meaningful and can be used semi-independently or in small groups. Vocabulary worksheets are provided to help teach symbols which students use in everyday living. Can be used with children or adults with mild to moderate disabilities.

8. **Consumer Math Success Kit**
Incentives for Learning, Inc.
111 Center Avenue, Suite 1
Pacheco, CA 94553
(510) 682-2428 Fax (510) 682-2645
1983

This is a reproducible book that shows students the practical application of mathematics. The book is designed so teachers can choose the topics that match student needs. The topics are arranged in alphabetical order and consist of three parts. The first section is a one page introduction with at least one solved problem. The second section contains exercises arranged in order from simple to more complex. The last section contains teacher notes, vocabulary, types of mathematics required to solve the problems, and ideas for teaching.

9. **Calculate! Problem Solving With Calculators**
Terrance G. Coburn
Creative Publications
1300 Villa Street
Mountain View, CA 94041
1988

This program contains two 96 page binders for middle school students. The first binder contains activities for whole numbers operations and the second binder contains activities with whole numbers, decimals, and percents. The activities are grouped and take students through various features and functions.

10. **Survival Math Skills**
Fred Pyricak (1988)
J. Weston Walch, Publishers
P.O. Box 658
Portland, MA 04104-0658

This set includes numerous practical math problems with exercises that can be transferred to transparencies. The answers and teachers notes gives step by step solutions to all problems. The set also include achievement tests at the end of each exercise package.

11. **Math for Everyday Living**
Allan A. Swartz
Education Activities, Inc.
Freeport, NY 11520

This is a set of nineteen cassette-guided lessons that teaches and develops the basic math skills involved in real-life activities. Each lesson contains illustrations, forms, charts, and signs with activities for practice. The audio lessons contain pre and post tests. The lessons are arranged as follows: 1-5 deal with using daily expenses, 6-10 allow students to work with using math on the job, 11-15 cover personal banking, and 16-19 focuses on day to day math. Lessons 20 and 21 are the pre and post tests.

12. **Programming Concepts, Inc.**
5221 Mc Cullough
San Antonio, TX 78212
1-800-594-4623

This is a series of life skill board games that encourage socialization, and positive behavioral reactions from participants while offering basic life skills instruction. The program focuses on skills needed to move towards independence. The series also reinforces basic skills such as reading, communication, following directions, and counting. Game titles include:

1. Cooking Class
2. You Tell Me
3. Community Skills
4. All About You
5. Looking Good
6. Eating Skills
7. Workplace Skills
8. Behavior Skills

Curriculum and Strategies

1. **Hands On: A Manipulative Curriculum for Teaching Multiply Handicapped Hearing Impaired Children**
Communication Skill Builders, Inc.
3130 N. Dodge Blvd.
P.O. Box 42050
Tucson, AZ 85733
(602) 323-7500
1980

This curriculum is for children who are severely multi-handicapped and functioning below a 3 year level in language and/or conceptual development. Skills are presented in Readiness and Functional Communication Training. (Has not been formally piloted) The child must be able to establish eye contact with teacher, attend to task for approximately one minute, and manipulate materials appropriately in order for this curriculum to be used.

2. **A Curriculum for Profoundly Handicapped Students**
   The Broward County Model Program
   Aspen Publications, Inc.
   Rockville, MD
   1986

This curriculum presents a number of strategies designed to furnish teachers with information related to two major areas: assessment of current functioning and appropriate instructional practices. The curriculum contains an assessment instrument and instructional guides. The intent of the curriculum is to provide systematic interpretation of both learner behavior and teacher behavior within both the assessment and instructional model.

3. **Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps** (Second Edition)
   Mary A. Falvey, Ph.D.
   Paul H. Brookes Publishing Co.
   P.O. Box 10624
   Baltimore, Maryland 21285-0624
   1989

This book was written for parents and professionals who are responsible for the assessment, curriculum planning, and implementations of programs for children with disabilities. Practical applications and implementation strategies are provided for both the preservice and inservice user.

4. **Working Together: Workplace Culture, Supported Employment, and Persons with Disabilities**
   David Hagner and Dale Dileo
   Brookline Books
   P.O. Box 1046
   Cambridge, MA 02238-1046
   1993

This book is a compilation of stories about people with disabilities in the workplace, and the strategies used based on the author's work with supported employment. It was intended for friends and families of people with disabilities as well as those who are responsible for helping such people find meaningful work in their communities.

5. **Socialization and Sexuality: A Comprehensive Training Guide for Professionals Helping People With Disabilities**
   Winifred Kempton
   3300 Darby Road, C404
   Haverford, PA 19041
   1993

This book was devised for those who are training individuals with special needs on human sexuality. The guide includes information, techniques, and resources for professional staff, teachers, and direct care workers, who may not have access to films, books, or outside experts related to the topic of sexuality.

6. **From Education To Employment: A Resource Guide**
   Employment Opportunities, Inc.
   3522 Haworth Drive, Suite 101
   Raleigh, North Carolina 27609

This manual is an information and reference guide for parents, families, and professionals who are training or preparing youth with disabilities for employment and independent living.

7. **Impact: A Functional Curriculum Handbook for Students with Moderate to Severe Disabilities**
   Richard S. Neel & Felix Billingsley
   Paul H. Brookes Publishing Co.
   P.O. Box 10624
   Baltimore, Maryland 21285-0624

This handbook was written for parents, teachers, and other professionals who are involved in the process of developing and implementing quality programs for individuals with moderate to severe disabilities. Individual instruction, learning styles, and integrating programs are among some of the issues addressed.

Videos

1. **Nothing Has Stopped Them From Movin' On**
   Riley Child Development Center
   Boehringer-Mannheim Corporation,
   St. Vincent Hospital
   Indianapolis, IN 46202

This video documents the educational and professional accomplishments of six people with disabilities who have overcome challenges and prejudices and have met their goals despite these obstacles. (Running time: 24 minutes)

2. **Life Centered Career Education**
   The Council for Exceptional Children
   1920 Association Drive
   Reston, VA 22091-1589

These videos are a part of the LCCE curriculum. LCCE videos include: (1) The Need To Change and the Law; (2) The LCCE Curriculum (K-12); (3) Assessing Functional Skills; (4) Teaching Daily Living Skills; (5) Teaching Occupational skills; (6) Selection, Modification, and Development of Instructional Materials; (7) Involving Parents in Functional Curriculum; (8) Curriculum Modification and Change; (9) Teaching Personal-Social Skills; and, (10) Individualized Transition Planning and Implementation.

3. **It's The Law. You Know The Fears**
Americans With Disabilities Act (ADA)
Cynthia Kay/Wayne Glatz Film & Video, Inc.
214 E. Fulton
Grand Rapids, Michigan 49503
(616) 776-0354

This video provides an overview of the Americans With Disabilities Act from a legal and business standpoint. The points of the law are clearly explained and examples are given. Useful for providing business contacts with information and for training job coaches. The Running Time: 42 minutes.

4. **Supported Employment Telecourse Network**
Virginia Commonwealth University
Rehabilitation Research and Training
Center on Supported Employment
1314 W. Main Street
P. O. Box 842011
Richmond, VA 23284-2011
(804) 828 1851
1994

These are a series of video tapes that were recorded during Telenet Presentations given through Virginia Commonwealth University with the following titles: (1) Planning for Quality Life Outcomes: Transition to Adulthood, (2) Strategies for Job Placement and Job Site Training, and (3) Strategies for Job Site Training Part II and Follow Along.

Projects and Models

1. **CAPE: Career Advancement to Post Secondary Education Guide to Collaboration for Career Advancement**
The CAPE Project
University of Washington
College of Education
Seattle, WA 98195
Contact: Joseph J. Stowitschek (206) 543-4011
1995

The Cape Model describes a collaborative approach to the delivery of disability services and career advancement support. The model is a student-directed process which features collaborative programming in the planning and development of supported internships, apprenticeships, and career placements. The CAPE model links educational programs, campus services, rehabilitation, and employer support using a team approach. The team meets on a regular basis to formalize team goals, activities, and communication between members.

2. **Corporate Culture Integration Project (CCIP)**
University of Utah (Research Assessment Center)
Institute for Adolescents with Behavior Disorders
P.O. Box 58828
Salt Lake City, UT 84158

This project was designed to assist teachers in turning over the responsibilities for career development and exploration to individual students or groups of students with learning disabilities. It addresses the requirements of working faced by young adults, how individuals can better prepare themselves for the world of work, and how to explore personal domains to evaluate realistic and successful career choices.

3. **Serving Students with Disabilities in Mainstream Vocational Classes: A Training Manual**
Home Economics Education
Vocational and Technical Education
NC Department of Public Instruction
301 North Wilmington Street
Raleigh, N.C. 27601-2825
1993

This manual was developed to assist professionals who wish to conduct workshops related to meeting the needs of students with mild disabilities in vocational classes. An extended outline is presented with materials to assist the trainer in implementing an inservice training program. The manual is divided into nine sections, an orientation session, and eight modules. The modules are as follows: (1) Overview, (2) Serving Students with Disabilities in the Regular Classroom, (3) Assessment and the Individual Education Plan, (4) Instructional Program, (5) Managing Behavior, (6) Classroom Survival Skills, (7) Managing Stress, and (8) Career and Vocational Education for Students with Disabilities.

4. **Blueprint for Integration of Academic and Vocational Education**
Gail Clark
Educational Development and Training Center
East Texas State University
Commerce, Texas
1992

The Blueprint for Integration provides professionals who work with students with disabilities with a basic overview of establishing a truly integrated educational system. This manual is based on extensive research and experimentation, using four pilot sites. The integrated system is dependent upon an interdisciplinary team.

5. **In Their Own Words**
Project Extra
General College, University of Minnesota
140 Appleby Hall
128 Pleasant St. S.E.
Minneapolis, MN 55455
(612) 625-5366
1993

This guide and video was developed to assist parents, educators, agency providers, and students with disabilities with understanding the process of transition from adolescence to adulthood.

Modified from resource list developed by TASSEL Outreach Project Staff, Jill Solow and Julie Melnick. Based on materials used in Project TASSEL, Shelby City Schools, 1996.

VoCats Course Blueprint

A course blueprint is a document laying out the scope of the curriculum for a given course/program. Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of the units and competencies, the weight or relative importance of the objective within the course or unit, and the recommended number of hours to be devoted to each. The blueprint is intended to be used by teachers planning the course or work for the year, preparing daily lesson plans, and constructing instructionally valid tests. The material that appears in this blueprint replaces the contents of the Teacher Handbook developed in 1985.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column Information
1	Comp# Obj#	Comp = Competency number (three digits); Obj = Objective number (competency number plus two-digit objective number)
2	Unit Titles Competency/ Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The student will be able to..." (The stem appears once in Column 11). Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hours	Provides space for instructor to indicate amount of time to be spent on each objective.
4	Unit Weight	A percentage indicates the relative importance or weight of each competency within a specific unit or each objective within a specific unit. Information in Column 4 is used to plan the yearly calendar of work and as a Test Blueprint for interim tests.
5	Course Weight	A percentage indicates the relative importance or weight of each unit within the total course of program, each competency within the total course or program, or each objective within the total course or program. Information in Column 5 is used to plan the yearly calendar of work and as a Test Blueprint for pretests and posttests.
6	Type Behavior	Classification of outcome behavior in competency and objective statements (C = Cognitive; P = Psychomotor; A = Affective)
7	Integrated Skill Area	Integrated Skills codes: A = Arts; C = Communications; H = Health/Safety; M = Math; SC = Science; SS = Social Studies
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated Core must be included in the yearly calendar of work.

FAMILY AND CONSUMER SCIENCES EDUCATION
Course Blueprint for 7045 (CIP# 20 0108): FOODS AND NUTRITION
(Course Length: 1 Semester; Class Length: 1 Period)

Comp# Obj#	Unit Titles/Competency and Objective Statements (The student will be able to do this)	Time Hrs.	Unit Weight	Course Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
				100%			
A	**FOOD CUSTOMS AND TRENDS**		100%	10%			
001.	**Interpret reasons for food choices.**		60%	6%	C2	CIMISS	Core
001.01	Explain how food affects physical, emotional, and social well-being.		20%	2%	C2	CISS	Core
001.02	Explain the influences that life style, values, resources, and culture have on food choices		20%	2%	C2	CIMISS	Core
001.03	Describe how food fads, fallacies, and facts affect our food choices.		20%	2%	C2	C	Core
OO2.	**Explain how scientific and technological developments affect food choices.**		40%	4%	C2	CISCISS	Core
002.01	Describe new developments in the food industry.		20%	2%	C1	CISCISS	Core
002.02	Summarize the risks and benefits of food additives and fortifiers.		20%	2%	C2	SCISS	Core
B	**RELATION OF DIET TO NUTRIENT REQUIREMENTS AND HEALTH**		100%	22%			
003.	**Interpret the relationship of diet to health.**		56%	12%			
003.01	Explain nutrients, nutrient functions, and their sources.		18%	4%	C2	CISC	Core
003.02	Explain the effects of deficient and excessive nutrient intake.		18%	4%	C2	CISC	Core
003.03	Discuss the processes of digestion, absorption and metabolism.		18%	4%	C2	CISC	Core
004.	**Prepare foods to meet nutrient requirements.**		44%	10%	C3P	CIMISC	Core

1	2	3	4	5	6	7	8
004.01	Determine nutrient needs of the individual.		18%	4%	C3	CIMISC	Core
004.02	Modify food selection for weight control.		8%	2%	C3	CIMISC	Core
004.03	Prepare foods to meet nutritional needs.		18%	4%	C3P	CIMISC	Core
C	**MANAGEMENT OF KITCHENS AND RESOURCES**		100%	16%			
005.	**Explain techniques for organization and management of kitchens, equipment, and resources.**		39%	6%	C2	CIMISCI SS	Core
005.01	Describe basic kitchen plans, work centers, and storage space.		13%	2%	C1	CIMISCI SS	Core
005.02	Identify cookware and preparation tools.		13%	2%	C1	CIMISC	Core
005.03	Discuss the selection of resources.		13%	2%	C2	CIMISC	Core
006.	**Investigate effective and efficient use of resources in the preparation and service of food.**		61%	10%	C2	CIMISCI SS	Core
006.01	Interpret the use of time, energy, and money in meal management		11%	2%	C2	CIMISCI SS	Core
006.02	Describe safety and sanitation practices in food preparation and service		25%	4%	C1	CISC	Core
006.03	Interpret meanings of terminology, symbols, computations, abbreviations, and directions in recipes.		25%	4%	C2	CIMISC	Core
D	**FOOD PREPARATION TECHNIQUES**		100%	42%			
007.	**Prepare quick breads and grain products.**		24%	10%	C3P	CIMISCI SS	Core

1	2	3	4	5	6	7	8
007.01	Use basic ingredients to prepare and serve quick breads.		14%	6%	C3P	CIMISCISS	Core
007.02	Demonstrate the selection and preparation of a variety of grain products.		10%	4%	C3P	CIMISCISS	Core
OO8.	**Prepare fruits and vegetables.**		20%	8%	C3P	CIMISCISS	Core
008.01	Demonstrate the principles of selecting, preparing, and serving fruits.		10%	4%	C3P	CIMISCISS	Core
008.02	Demonstrate the principles of selecting, preparing, and serving vegetables and legumes.		10%	4%	C3P	CIMISCISS	Core
009.	**Prepare meats, poultry, eggs, seafood and dairy products.**		56%	24%	C3P	CIMISC	Core
009.01	Demonstrate the principles of selecting, preparing, and serving meats.		13%	6%	C3P	CIMISC	Core
009.02	Demonstrate the principles of selecting, preparing, and serving poultry.		13%	6%	C3P	CIMISC	Core
009.03	Demonstrate the principles of selecting, preparing, and serving eggs.		10%	4%	C3P	CIMISC	Core
009.04	Demonstrate the principles of selecting, preparing, and serving seafood.		10%	4%	C3P	CIMISC	Core
009.05	Demonstrate the principles of selecting, preparing, and serving dairy products.		10%	4%	C3P	CIMISC	Core
E	**LEADERSHIP AND CITIZENSHIP**		100%	10%			
010.	**Work with others informally to accomplish group goals.**		60%	6%	C3P	CISS	Core
010.01	Use information to determine group action.		20%	2%	C3P	CISS	Core

1	2	3	4	5	6	7	8
010.02	Use interpersonal communication skills to accomplish group goals.		20%	2%	C3P	CISS	Core
010.03	Manage resources to achieve group goals.		20%	2%	C3P	CISS	Core
011.	**Use parliamentary law to accomplish group goals.**		40%	4%	C3P	CISS	Core
011.01	Examine organizational rules.		20%	2%	C3	CISS	Core
011.02	Demonstrate handling organizational business.		20%	2%	C3P	CISS	Core

North Carolina Department of Public Instruction, Vocational and Technical Education, 1995.

Resources Concerning Students With Disabilities and Post-Secondary Education

The ACT Assessment - "Special Training Guide"
Test Administration
P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1332

Assisting the Learning Disabled: A Program Development and Service Delivery Guide for University Service Providers, Diagnosticians, Tutors, Counselors and Learning Disabled Students
Dr. Anna Gajar (1986)
The Pennsylvania State University
226B Moore Building
University Park, PA 16802

College Students with Learning Disabilities: A Student's Perspective
Carol Wren and Laura Segel
Project Learning Strategies
DePaul University
2323 Seminary
Chicago, IL 60614

HELDS Project Series on Teaching Learning Disabled College Students
Educational Opportunities Program
Central Washington University
Ellensburg, WA 98926

Rehabilitating the Learning Disabled Adult and Independent Living and Learning Disabilities
Dale Brown, President's Committee on Employment of the Handicapped
Room 600, 1111 20th Street, NW
Washington, D.C. 20036

Specific Learning Disabilities: A Resource Manual for Vocational Rehabilitation
% SLD Manual
1325 Forbes Avenue
Pittsburgh, PA 15219

Support Services for LD Students in Post-Secondary Education: A Compendium of Reading Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPE)
P.O. Box 21192
Columbus, OH 43221

Assisting College Students with Learning Disabilities: A Tutor's Manual
Pamela Adelman and Debbie Oluffs
Asso. on Handicapped Student Services Programs in Post-Secondary Education (AHSSPPE)
P.O. Box 21192
Columbus, Ohio 43221

The College Student with LD
Handbook for College LD
Students, Admissions Officers, Faculty
Susan A. Vogel (1985)
ACLD
4156 Library Road
Pittsburgh, PA 15234

The FCLD Learning Disabilities Resource Guide: A State by State Director of Special Schools and Services
Foundation for Children with Learning Disabilities (FCLD)
Box 2929
Grand Central Station
New York, NY 10163

The LD College Writers Project
University of Minnesota-General College
106 Nicholson Hall, 216 Pillsbury Dr. S.E.
Minneapolis, MN 55455
(612) 625-8384

Section 504, Help for the Learning Disabled College Student
Joan Sedita
Landmark School
Prides Crossing, MA 01965-0417

Strengths and Weaknesses: College Students with L.D. (Film)
Lawren Productions
930 Pitner Avenue
Evanston, IL 60202
(800) 323-9084

Unlocking Potential: College and Other Choices for Learning Disabled People: A Step-by-Step Guide
Barbara Scheiber and Jeanne Talpers
Adler and Adler
4550 Montgomery Avenue
Bethesda, MD 20814

Learning Disabilities, Graduate School and Careers The Student's Perspective (1990)
Pamela B. Adelman and Carol T. Wren
Learning Opportunities Program
% Dr. Pamela Adelman
Barat College
700 Westleigh Road
Lake Forest, IL 60045

A National Directory of Four Year Colleges, Two Year Colleges and Post-High School Training Programs for Young People With Learning Disabilities (1993)
P.M. Felding and John R. Moss
Partners in Publishing
1419 West 1st Street
Tulsa, OK 74127

Colleges With Programs for Students with Learning Disabilities (1992)
Peterson's Guides
P.O. Box 2123
Princeton, NJ 08543-2123

College Students with Learning Disabilities A Handbook (1993)
Susan A. Vogel
LDA Bookstore
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Their World (Magazine)
FCLD
Box 2929
Grand Central Station
New York, NY 10163

What Do You Do After High School? The Nationwide Guide to Residential, Vocational, Social and Collegiate Programs Serving the Adolescent, Young Adult and Adults with Learning Disabilities
Midge Lipkin
Schoolsearch
127 Marsh Street
Bermont, MA 02178

Understanding Learning Disabilities: Guide for Faculty (1990)
Georgetown University
Dr. Norma Jo Eitington, Director of Learning, Georgetown University
1 Darnell Hall
Washington, D.C. 20057

Promoting Post-Secondary Education for Students with Learning Disabilities: A Handbook for Teachers
PRO-Ed
8700 Shoal Creek Blvd.
Austin, TX 78757
(512) 451-3246

Succeeding Against the Odds - Strategies and Insights from the Learning Disabled
Sally L. Smith (1991)
Jeremy P. Tarcher, Inc.
5858 Wilshire Blvd.
Los Angeles, CA 90036
(800) 788-6262

HEATH Resource Center, 1991.

LEISURE ACTIVITY CHECKLIST

Circle any recreation/leisure activities in which you participate. If there is an activity which you have not tried, but would like to, place an (X) beside of it. Any activity that you enjoy that is not listed can be added in the spaces provided.

Acting
Aerobics
Archery
Attending Theater
Auto Mechanics
Backgammon
Backpacking
Badminton
Baking/Cooking
Ballet
Ballroom Dancing
Baseball/Softball
Basketball
Batik
Bicycling
Bird Watching
Boating/Sailing
Body Building
Bowling
Camping - Tent/Trailer
Canning
Canoeing
Card games
Checkers
Chess
Church Activities
Copper Enameling
Crafts
Cribbage
Crossword Puzzles
Darts
Dominoes
Downhill Skiing
Drawing/Painting
Fishing
Flower Arranging
Football
Frisbee
Gardening-Flowers
Gardening-Vegetables
Going to the Movies
Golf
Guitar Playing
Ham or CB Radio

Hearts
Hiking
Horn Playing
Horse Shoes
Horseback Riding
House Plants
Hunting
Ice Skating
Jewelry Making
Jigsaw Puzzles
Jogging/Running
Judo/Self Defense/Karate
Knitting/Crochet
Leather Crafts
Listening-Radio
Listening-Records/Tapes
Macrame
Meditation
Miniature Golf
Motorcycling
Museum Going
Needlework
Paddleball/Racquetball
Party going
Pets
Photography
Play Musical Instruments
Pleasure Driving
Poker
Politics
Pool/Billiards
Pottery/Ceramics
Reading
Rock Climbing
Roller Skating
Sewing
Shopping Excursions
Shuffleboard
Singing
Skin/Scuba Diving
Soccer
Social Dancing
Socializing with Family

Socializing with friends
Square Dancing
String Art
Swimming
Table Games
Table Tennis
Talking on the phone for fun
Tennis
Traveling/Vacationing
Video Games
Volleyball
Volunteer Work
Walking
Watching Baseball
Watching Basketball
Watching Football
Watching Other Sport
Watching television
Water Skiing
Weight Lifting
Woodworking
Writing
Yard work/Landscape
Yoga

Other Activities not listed:

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PARENT PERMISSION FOR OFF-CAMPUS VOCATIONAL TRAINING

Dear Parent,

Your child will have the unique opportunity to participate in the off-campus vocational training program at ______________, in order to prepare for employment after graduation. This training program should not be considered a "job." This is not employment. In order for your child to participate in the program, we must have your permission and agreement to certain conditions. Please complete this form and return it to the school immediately so that your child can begin his or her vocational training. Attached is a description of the vocational training arrangements that have been made for your child. You may detach this sheet and retain it for your information.

I give permission for my child ________________, to participate in the off-campus vocational training program. ______ Yes ______ No

In case of an emergency, I give permission for employees of the training site or school personnel to obtain medical care for my child. ______ Yes ______ No

I understand that my child must have school insurance before participating in the community-based vocational training program. ______ Yes ______ No Attached is a school insurance form. If you have problems affording the cost of school insurance, please contact your child's teacher and a payment plan will be worked out for you.

I understand that my child's performance in the off-campus vocational training program will count as part of his or her grade in Career Preparation. ______ Yes ______ No

I understand that my child will not be entitled to a job at the training site at the conclusion of the training period. ______ Yes ______ No

I understand that my child will not be entitled to wages or worker's compensation benefits during the vocational training period ______ Yes ______ No

I give permission for my child to be transported to training sites by school personnel. ______ Yes ______ No

Student Name ______________________ Teacher ________________

School ____________________________

Parent Signature ____________________ Date __________________

Shelby City Schools, 1992.

United States Department of Education
Office of Vocational and Adult Education

Dear Colleague,

The Departments of Education and Labor have collaborated to promote opportunities for educational placements in the community for students with disabilities, while assuring that applicable labor standards protections are strictly observed.

Pursuant to the Individuals with Disabilities Education Act (IDEA), individualized education programs are developed to provide students with disabilities an opportunity to learn about work in realistic settings and thereby help such students in the transition from school to life in the community. Since the affirmation of students' rights to an appropriate free public education in 1975, many students with disabilities have benefitted from participation in vocational education programs in their public schools. Students with more severe disabilities, however, have experienced fewer benefits from participation in such programs. Alternative, community-based, and individualized education and training programs have emerged to meet their needs.

Our Departments share an interest in promoting educational experiences that can enhance success in school-to-work transition and the prospects that these students become effective, productive workforce participants and contributors to their community. At the same time, these students must be afforded the full protection of the nation's labor laws and not be subject to potential abuse as they start this transition through community-based educational experiences.

Existing Department of Labor guidelines which define "employees" for the purposes of applying the requirements of the Fair Labor Standards Act (FLSA) do not specifically address community-based education programs for students with disabilities. To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between the students and participating businesses in the community, the Employment Standards Administration (Department of Labor), and the Offices of Vocational and Adult Education, and Special Education and Rehabilitative Services (Department of Education) have developed the following guidance.

STATEMENT OF PRINCIPLE

The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protection afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

GUIDELINES

Where **ALL** of the following criteria are met, the U.S. Department of Labor will not assert an employment relationship for purposes of the Fair Labor Standards Act.

- Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.

- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.

- Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).

- Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.

- The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.

    1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the student are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

    2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.

    3) Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited in the IEP.

- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitations during any one school year:

Vocational Exploration	5 hours per job experienced
Vocational Assessment	90 hours per job experienced
Vocational Training	120 hours per job experienced

- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become a employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

It is important to understand that an employment relationship will exist unless all of the criteria described in this policy guidance are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.

We hope that this guidance will help you achieve success in the development of individualized education programs.

Robert R. Davila
Assistant Secretary
Office of Special Education
and Rehabilitative Services
U.S. Department of Education

Carl M. Dominguez
Assistant Secretary
Employment Standards Administration
U.S. Department of Labor

Betsy Brand
Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education

Signed: September 16, 1992

Guidelines for Student Workers

As more students with disabilities obtain job experiences in real work settings, often it is unclear whether students are in an "employment relationship" with employers or simply obtaining training and work-related experience as part of their education. In an effort to clarify the nature of an employment relationship for students, the U.S. Departments of Labor and Education (DOL/DOE) published a "statement of purpose" on this issue. It is summarized below.

When it is found that an employer relationship exits, the employer must compensate the employee according to the Fair Labor Standards Act, including the special minimum wage provisions provided under Section 14(c).

An "employer relationship" will exist unless **all** of the following criteria are met:

A. **Participants are youth:**
- with physical and/or mental disabilities;
- for whom competitive employment at or above the minimum wage is not immediately obtainable; and
- who, because of their disability, will need intensive support to perform in a work setting.

B. **Participation will be:**
- for vocational exploration, assessment or training;
- in a community-based placement work site; and
- under the general supervision of school personnel.

C. **Community-based placements:**
- are clearly defined components of each student's individual education program (IEP) and
- are included in the statement of needed transition services established for the exploration, assessment, training or cooperative vocational education components

---

D. **Documentation**
- As to the student's enrollment in the community-based placement program is available to the DOL/DOE, although information contained in a student's IEP will not have to be made available

---

E. **The student and the parent or guardian:**
- are fully informed of the IEP and the community-based placement;
- have indicated voluntary participation; and
- understand that participation does not entitle the student to wages.

F. **The activities of the students** at the community-based placement site do not result in an immediate advantage to the business. The DOL will review a number of characteristics, including:

- There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

- The students are under continued and direct supervision by either representatives of the school or by employees of the business.
- The placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.
- The periods of time spent by the students at any one site or in any one clearly distinguishable job classification are specifically limited by the IEP.

G. **As a general rule,** each component should not exceed the following limitation during any one school year (although an employment relationship will not be determined exclusively on the number of hours):

• Vocational exploration	5 hours per job
• Vocational assessment	90 hours per job
• Vocational training	120 hours per job

H. Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

* Reprinted from Supported Employment InfoLines, December 1992/January 1993.

STUDENT CONTRACT
(On-Campus/Off-Campus Vocational Training)

Student Name ______________________________ Date ________

I, ____________________ agree to the following conditions of participation in the on-campus/off-campus vocational training program of ______________________________ School System:

1. I agree to work cooperatively with any school staff or business employee assigned to assist with my supervision.
2. I agree to wear clean and appropriate clothes and have good personal hygiene for vocational training.
3. I agree to get along with other students assigned to the training site. I will not argue with them or call them names.
4. I agree to use appropriate language on the training site.
5. I agree to follow all safety rules.
6. I agree to keep working on the training site until my training assignments are completed.
7. I agree to do as asked by my supervisor, follow all directions, and accept feedback about my performance without getting upset or angry.
8. I agree to maintain a positive attitude while on the training site.
9. I agree to discuss any complaints about my training site with one of my teachers. I will not make negative remarks about the training to my friends.
10. I agree to have good school attendance.
11. I agree to go to my assigned training site even if other students are going to be involved in a special activity.
12. I agree to always perform to the best of my ability and to try as hard as I can to do a good job.

I understand that failure to follow the above guidelines can result in one of the following:

A. A written reprimand
B. A poor grade
C. A parent conference
D. A suspension from the training site
E. Other consequences deemed appropriate by school personnel.

I understand that I will not be paid for my training and that I am not entitled to a job after completion of my training at the site.

Student Signature ___________________________ Date __________
Supervisor Teacher Signature ___________________ Date __________
Parent Signature ____________________________ Date __________

Shelby City Schools, Project TASSEL, 1992.

NON-PAID VOCATIONAL TRAINING AGREEMENT

Student ____________________ Teacher ____________________

School ____________________ Telephone ____________________

Business ____________________ Telephone ____________________

Address ____

Job Title/Area ____

Days/Hours ____

****

This agreement was made and entered on ________ between ____________________ School System and ____.

Section I - The business understands the following stipulations of the vocational training program:

1. The business will not receive an immediate benefit from the student trainees.
2. Although the student trainees will be under indirect supervision of school personnel, the business will assign an employee which the student trainee can shadow during normal work duties.
3. No employee of the business will be displaced due to the presence of student trainees, nor will any employee experience a reduction in hours due to student trainees.
4. Vacancies within the business will not be filled with student trainees.
5. Student trainees will only do a part or parts of a full job description and will not perform up to full expectations of a regular employee. In other words, the student will spend some of their time observing and learning rather than actually doing work.
6. Student trainees will not be guaranteed a job within the business at the conclusion of the training period.
7. Student trainees will not receive payment for work performed during the training period.
8. The business will assist in the evaluation of student trainees.
9. The business will comply with all federal, state, and local health and safety standards as they apply to student trainees.
10. The business will not discriminate against student trainees based on race, color, potential, origin, religion, marital status, age or disability.
11. There is no employer-employee relationship between the business and the student trainee.
12. Student trainees will not be on the training site after school hours, on weekends or during the following school holidays:
    ____
    ____
    ____
    ____
13. Training will be conducted during the following times: ____________________
    ____.

Section II - The schools agree to:

1. Ensure that all student trainees have school insurance.
2. Establish days and hours of training based on student needs and input from the business and to notify the business of any schedule changes.
3. Provide transportation for students to training site. Arrival time will be ____________ and departure time will be ______.
4. Conduct evaluations of student trainees with input from the business.
5. Provide information relevant to the student's job performance that would be beneficial to successful student training.
6. Provide professional and technical assistance as required or requested by the business.
7. Maintain frequent and on-going communication with the business regarding student trainees.
8. Conduct a job analysis and complete a job duties form to determine exact type of work and location of work to be performed for each student trainee.
9. Assist the business in making any necessary adaptations to accommodate a student trainee.

This agreement will remain in effect during the ______ - ______ school year unless modified or terminated by either party.

We the undersigned, as representatives of the parties involved agree to abide by all conditions of the agreement. We understand that this agreement may be canceled at any time by either party upon notice to the other.

______________________________ __________
Transition Teacher Date

______________________________ __________
Business Representative Date

______________________________ __________
Administrative Representative Date

Appendix FF: Vocational Student Evaluation Form

Vocational Training Student Evaluation Form

Student ______________________ Job Site ______________
Type of Training ____ School Factory ____ On-campus Job ____ Paid CBT
____ Job Shadowing ____ Individual Placement
School Supervisor ________________ Business Supervisor ________
Occupational Area ________________ Job Title ______________

Date										
Supervisor's Initials										
1. Student comes to work neat, clean, and appropriately dressed.										
2. Student follows proper procedure for reporting to work.										
3. Student organizes materials for work and immediately begins work upon receiving assignment.										
4. Student stays on task.										
5. Student responds appropriately to feedback from supervisor.										
6. Student gets along well with co-workers.										
7. Student uses appropriate social skills.										
8. Student displays appropriate behavior.										
9. Student maintains a positive attitude.										
10. Student completes assignments.										
11. Student self-evaluates work.										
12. Student requests help appropriately when needed.										
13. Student exhibits appropriate break behavior.										
14. Student works without frequent redirection and/or assurance.										
15. Student has good attendance.										
16. Student obeys all safety/health guidelines.										
17. Student maintains an acceptable level of quality in work.										
18. Student maintains an acceptable production level.										
19. Student leaves work area neat and performs all necessary clean-up tasks.										
20. Other:										

Performance Level Key: I - Independent V - Verbal P - Physical Prompt M - Model/Demonstration
Grade Level Key: 5 - Superior 4 - Above Average 3 - Average 2 - Below Average 1 - Below Average

Descriptive Comments:

Shelby City Schools Project TASSEL Handbook, 1992.

STUDENT OFF-CAMPUS VOCATIONAL TRAINING RECORD

Student Name: ______________________________ Grade: ________

School: ______________________ Teacher: ______________________

1. Job Site ____________________ Address ____________________
Job Title ____________________ Occupational Area ______________
School Supervisor ______________ Business Supervisor ______________
Transportation ________________ Length of Training ______________

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dates						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

2. Job Site ____________________ Address ____________________
Job Title ____________________ Occupational Area ______________
School Supervisor ______________ Business Supervisor ______________
Transportation ________________ Length of Training ______________

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dates						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Shelby City Schools Project TASSEL Handbook, 1992.

Employment of Workers With Disabilities Under Special Certificates

Workers with disabilities can be employed at subminimum wage rates under special certificates. According to the FSLA, a disabled worker is one whose earnings or productive capacity is impaired by age, physical or mental deficiency or injury. The wage rate payable to workers is based on comparative productivity, and is proportionately commensurate with the wage paid to experienced, nondisabled workers performing essentially the same type of work in the same vicinity. The certificates will only be issued to applicable individuals who are disabled for the work to be performed and whose earning capacity is impaired to the extent that the individual is unable to earn at least the minimum wage. Individuals may only be compensated at a special minimum wage if the employer has obtained a certificate authorizing their payment from the appropriate regional office of the DOL.

The DOL will consider several factors in determining whether special rates are necessary before issuing a certificate authorizing special minimum wage rates, including:

- the nature and extent of the individual's disability (Remember, the individual must be disabled for the work performed);
- the prevailing wages of experienced nondisabled employees who engage in comparable work;
- the productivity of the disabled workers as compared to the nondisabled; and
- wage rates to be paid to workers with disabilities for work comparable to that performed by experienced disabled workers.

Before an employer will be granted a certificate, the employer must provide written assurances, such as regular review of the individual's hourly rates at least every six months and regular adjustments of wages at least annually to reflect changes in the prevailing wages paid to experienced non-disabled individuals employed in the locality for essentially the same type of work. Existing wage certificates may be renewed every other year and will not be denied before the employer has an opportunity to demonstrate compliance with all legal requirements. The DOL may revoke a certificate if violations are found and the employer refuses to comply.

DEFINITIONS

Employ

Is defined in FLSA as "to suffer or permit to work."

Employment Relationship

Arises whenever an individual, including an individual with a disability, is suffered or permitted to work. The determination of an employment relationship does not depend upon the level of performance or whether the work is of some therapeutic benefit. However, an individual does not become an employee if engaged in such activities as making craft products where the individual voluntarily participates in such activities and the products become the property of the individual making them and all the funds resulting from the sale of the product are divided among the participants of the activity or are used in purchasing additional materials to make craft products.

Worker with a Disability

Means an individual whose earning or productive capacity is impaired by a physical or mental disability, including those relating to age or injury, for the work to be performed. Disabilities which may affect earning or productive capacity include blindness, mental illness, mental retardation, cerebral palsy, alcoholism, and drug addition. The following, taken by themselves, are not considered disabilities for the purposes of this part: vocational, social, cultural or educational disabilities; chronic unemployment; receipt of welfare benefits; nonattendance at school; juvenile delinquency; and correctional parole or probation. Further, a disability which may affect earning or productive capacity for one type of work may not affect such capacity for another.

Special Minimum Wage

Is a wage authorized under a certificate issued to an employer that is less than the statutory minimum wage.

Commensurate Wage

A special minimum wage is paid to a worker with a disability which is based on the worker's individual productivity in proportion to the wage and productivity of experienced nondisabled workers performing essentially the same type, quality, and quantity of work in the vicinity in which the individual under the certificate is employed. For example, the commensurate wage of a worker with a disability who is 75% as productive as the average experienced nondisabled worker, taking into consideration the type, quality, and quantity of work of the disabled worker, would be set at 75% of the wage paid to the nondisabled worker. For purposes of these regulations, a commensurate wage is always a special minimum wage, i.e. a wage below the statutory minimum.

Experienced Worker

Means a worker who has learned the basic elements or requirements of the work to be performed, ordinarily by completion of a probationary or training period. Typically, such a worker will have received at least one pay raise after successful completion of the probationary or training period.

Patient Worker

A worker with a disability who is employed by a hospital or residential care facility where such worker received treatment or care. The worker does have to be a resident.

CRITERIA FOR EMPLOYMENT OF WORKERS WITH DISABILITIES UNDER CERTIFICATES AT SPECIAL MINIMUM WAGE RATES

In order to determine that special minimum wage rates are necessary to prevent the curtailment of opportunities for employment, the following criteria is considered:

1. The nature and extent of the disabilities of the individuals employed as these disabilities relate to the individual's productivity.
2. The prevailing wages of experienced employees not disabled for the job who are employed in the vicinity in industry engaged in work comparable to that performed at the special minimum wage rate.
3. The productivity of the workers with disabilities compared to the norm established for nondisabled workers through the use of a verifiable work measurement method or the productivity of experienced nondisabled workers employed in the vicinity on comparable work.
4. The wage rates to be paid to the workers with disabilities for work comparable to that performed by experienced nondisabled workers.

In order to be granted a certificate authorizing the employment of workers with disabilities at special minimum wage rates, the employer must provide the following written assurances concerning such employment:

1. In the case of individuals paid hourly rates, the special minimum wage rates will be reviewed by the employer at periodic intervals at a minimum of once every six months; and
2. Wages for all employees will be adjusted by the employer at periodic intervals at a minimum of once each year to reflect changes in the prevailing wages paid to experienced nondisabled individuals employed in the locality for essentially the same type of work.

Prevailing Wage Rates

The prevailing wage rate is the wage paid to an experienced worker without a disability. The DOL recognizes that there may be more than one wage rate for a specific type of work in a given area. An employer must be able to demonstrate that the rate being used as prevailing for determining a commensurate wage was objectively determined.

The prevailing wage rate must be based upon the wage rate paid to experienced nondisabled workers. Employment services which provide entry level wage data are not acceptable sources for prevailing wage information. There is no prescribed method for tabulating the results of a prevailing wage survey. The prevailing wage must be based upon work utilizing similar methods and equipment. Where the employer is unable to obtain the prevailing wage for a specific job to be performed on the premises, such as collating documents, it is acceptable to use as the prevailing wage the wage paid to experienced individuals employed in similar jobs such as file clerk or general office clerk, requiring the same general skill levels.

There are two methods for determining prevailing wage:

1. Employers of nondisabled workers (such as commercial businesses) may use as prevailing wage the wage rate paid to that employer's experienced employees performing similar work. Where a school places students with disabilities on the premises of the employer described above, the wage paid to the employer's experienced workers must be used as prevailing.
2. An employer such as schools, school-to-work programs, transition programs, rehabilitation agencies that operates sheltered workshops or entrepreneurial activities, which serve the disabled determine the prevailing wage by ascertaining the wage rates paid to the experienced nondisabled workers of other employers in the vicinity. Such data may be obtained by surveying comparable firms in the area that employ primarily nondisabled workers doing similar work.

The following information must be recorded in documenting the determination of prevailing wage rates:

1. Date of contact with firm or other source;
2. Name, address, and phone number of firm or other source contacted;
3. Individual contacted within firm or source;
4. Title of individual contacted;
5. Wage rate information provided;
6. Brief description of work for which wage information is provided;
7. Basis for conclusion that wage rate is not based upon entry level position.

A prevailing wage may not be less than the minimum wage specified in the FLSA.

TERMS AND CONDITIONS OF SPECIAL MINIMUM WAGE CERTIFICATES

Certificates are issued to employers and apply to all workers with disabilities at all branch locations including crews, supported employment and community worksites. The certificate is effective for two years and must be renewed by reapplication. Workers must be paid commensurate wages for all hours worked and receive overtime pay for the hours worked in overtime. Prevailing wages must be adjusted at a minimum of once per year. Each worker with a disability (and, if appropriate, their parent/guardian) must be informed orally and in writing of the terms of the certificate. It is permissible to make copies of the certificate and provide copies to the workers.

APPLICATION AND RENEWAL OF SPECIAL MINIMUM WAGE CERTIFICATES

The rehabilitation counselor or coordinating official of the school may submit a group application covering all of the students with disabilities and all of the employers participating in a school work experience program. Although there is a joint employment relationship (between the school and the local employer), the school pays the students' wages. The school and the employer are responsible for compliance with all applicable child labor laws, minimum wage standards, certificate, and recordkeeping requirements.

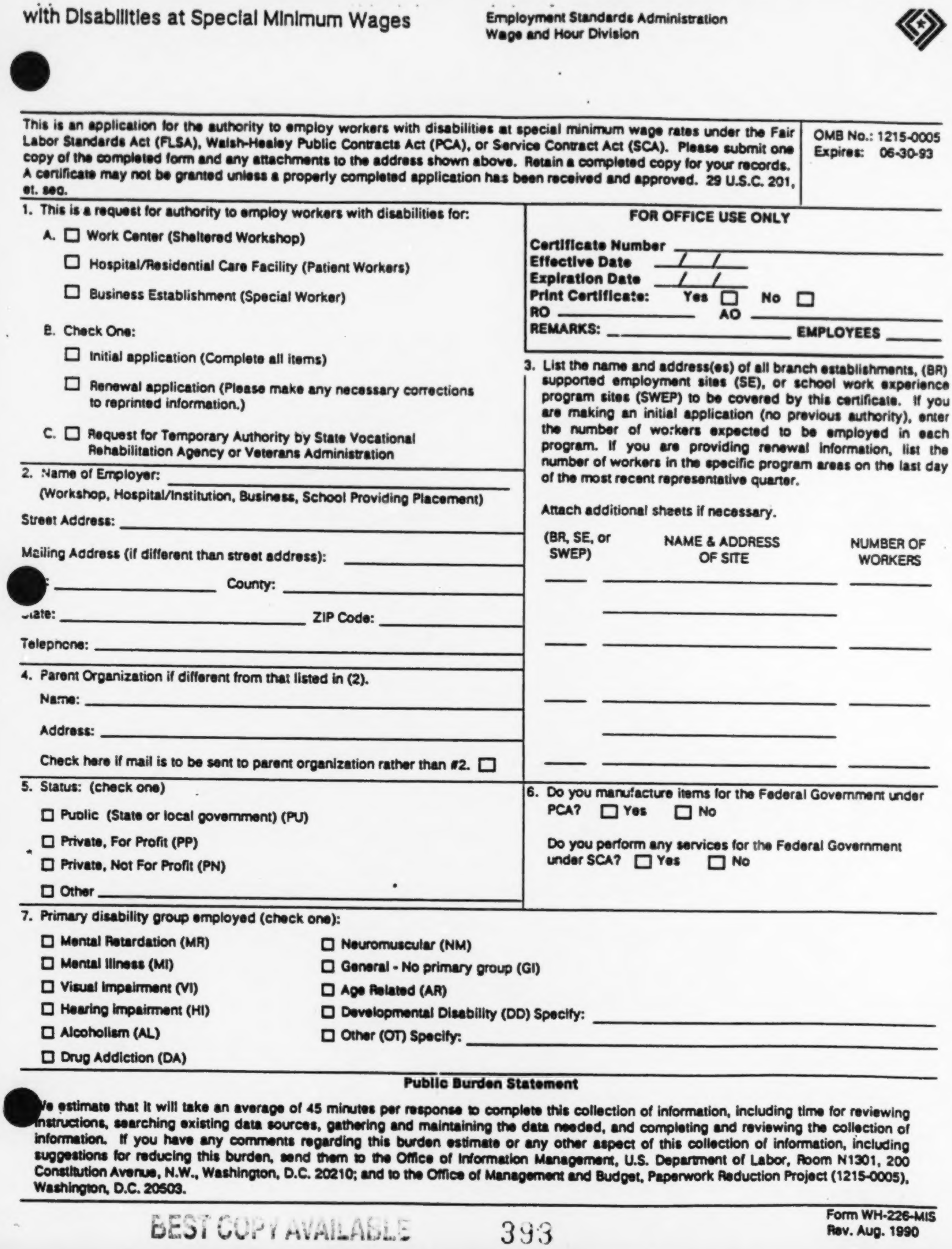
The student participating in the school work experience program must be paid commensurate wage rates based upon the student's productivity in proportion to the wage and productivity of experienced nondisabled workers performing essentially the same type, quality, quantity of work in the vicinity in which the students are employed. Application forms WH-226-MIS and WH-226A are to be used when applying for a school work experience program certificate.

The certificate is renewed annually. Approximately 45 days prior to the renewable date, the school will receive blank renewal application forms from the Department of Labor. If a local employer wishes to pay students with disabilities directly, an application form can be submitted covering all of the students employed at the establishment. The same application forms are used; forms WH-226-MIS and WH-226A. Under Item 4 of form WH-226-MIS, please enter your school's name and address. Full minimum wage of $4.75 ($5.15 as of September 1, 1997) is due all students with disabilities until a certificate has been granted.

Each student with a disability and, where appropriate a parent or guardian, shall be informed, orally or in writing, of the terms of the certificate under which such student worker is employed. This requirement may be satisfied by making copies of the certificate available. If an application for renewal has been properly and timely filed, an existing subminimum wage certificate must remain in effect until the application for renewal has been granted or denied.

The Center for Change in Transition Services, 1996.

Appendix II: Application For To Employ Workers With Disabilities at Special Minimum Wage



with Disabilities at Special Minimum Wages

Employment Standards Administration
Wage and Hour Division

This is an application for the authority to employ workers with disabilities at special minimum wage rates under the Fair Labor Standards Act (FLSA), Walsh-Healey Public Contracts Act (PCA), or Service Contract Act (SCA). Please submit one copy of the completed form and any attachments to the address shown above. Retain a completed copy for your records. A certificate may not be granted unless a properly completed application has been received and approved. 29 U.S.C. 201, et. seq.

OMB No.: 1215-0005
Expires: 06-30-93

1. This is a request for authority to employ workers with disabilities for:
   - A. ☐ Work Center (Sheltered Workshop)
     - ☐ Hospital/Residential Care Facility (Patient Workers)
     - ☐ Business Establishment (Special Worker)
   - B. Check One:
     - ☐ Initial application (Complete all items)
     - ☐ Renewal application (Please make any necessary corrections to reprinted information.)
   - C. ☐ Request for Temporary Authority by State Vocational Rehabilitation Agency or Veterans Administration

2. Name of Employer: ______
(Workshop, Hospital/Institution, Business, School Providing Placement)

Street Address: ______

Mailing Address (if different than street address): ______

[illegible] ______ County: ______

State: ______ ZIP Code: ______

Telephone: ______

4. Parent Organization if different from that listed in (2).

Name: ______

Address: ______

Check here if mail is to be sent to parent organization rather than #2. ☐

5. Status: (check one)
   - ☐ Public (State or local government) (PU)
   - ☐ Private, For Profit (PP)
   - ☐ Private, Not For Profit (PN)
   - ☐ Other ______

FOR OFFICE USE ONLY

Certificate Number ______
Effective Date __/__/__
Expiration Date __/__/__
Print Certificate: Yes ☐ No ☐
RO ______ **AO** ______
REMARKS: ______ **EMPLOYEES** ______

3. List the name and address(es) of all branch establishments, (BR) supported employment sites (SE), or school work experience program sites (SWEP) to be covered by this certificate. If you are making an initial application (no previous authority), enter the number of workers expected to be employed in each program. If you are providing renewal information, list the number of workers in the specific program areas on the last day of the most recent representative quarter.

Attach additional sheets if necessary.

(BR, SE, or SWEP)	NAME & ADDRESS OF SITE	NUMBER OF WORKERS

6. Do you manufacture items for the Federal Government under PCA? ☐ Yes ☐ No

Do you perform any services for the Federal Government under SCA? ☐ Yes ☐ No

7. Primary disability group employed (check one):
   - ☐ Mental Retardation (MR)
   - ☐ Mental Illness (MI)
   - ☐ Visual Impairment (VI)
   - ☐ Hearing impairment (HI)
   - ☐ Alcoholism (AL)
   - ☐ Drug Addiction (DA)
   - ☐ Neuromuscular (NM)
   - ☐ General - No primary group (GI)
   - ☐ Age Related (AR)
   - ☐ Developmental Disability (DD) Specify: ______
   - ☐ Other (OT) Specify: ______

Public Burden Statement

We estimate that it will take an average of 45 minutes per response to complete this collection of information, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, send them to the Office of Information Management, U.S. Department of Labor, Room N1301, 200 Constitution Avenue, N.W., Washington, D.C. 20210; and to the Office of Management and Budget, Paperwork Reduction Project (1215-0005), Washington, D.C. 20503.

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8. Estimated number of workers with a disability employed during the fiscal year ending (Date) _____________ under this certificate is _____________. (The number of workers should include all locations covered by this certificate.)

WAGE PAYMENT DETERMINATION

9. PREVAILING WAGE DETERMINATION

Please provide the following information on the four largest current contracts whether the workers with disabilities are paid an hourly rate or a piece rate. The prevailing rate should reflect the rate paid to experienced nondisabled workers in the vicinity for work utilizing similar methods and equipment. If more than 3 sources were used, attach an additional sheet headed "Prevailing Wage Determination" and provide the information obtained from these sources. (Section 14(c)(2)(B) and Part 525.10.)

Description of Work (e.g. collating, hand assembly, janitorial)	Sources (Name of Firm and Person Contacted)	Date of Contact	Prevailing Wage Provided by Source	Prevailing Wage Determined by Applicant
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			

10. HOURLY RATES

a. How many workers with disabilities employed under the terms of this certificate are paid an hourly rate? _________ (If the answer is 0, go on to question 11.) How frequently do you rate/evaluate each worker's productivity? _____________

b. Attach to this application productivity rating/evaluation forms for three currently employed workers with disabilities who are paid hourly rates. Include all material relating to the evaluation which shows the disabled workers' individual productivity in proportion to the wage and productivity of experienced nondisabled workers performing essentially the same type, quality and quantity of work in the vicinity.

11. PIECE RATES

a. How many workers with disabilities employed under the terms of this certificate are paid piece rates? _________ (If the answer is 0, go on to question 12.)

b. Please provide the following information about the four largest current contracts on which workers with disabilities are paid piece rates and attach supporting time studies or work measurements.

Description of Work (e.g. delabel cones)	Prevailing Wage Determined for this Job (Expressed in a Rate Per Hour)	Standard Productivity (Units/Hour)	Piece Rate Paid to Workers (Rate Per Unit)

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12. TEMPORARY AUTHORITY	(FOR USE BY VOCATIONAL REHABILITATION COUNSELORS AND VETERANS ADMINISTRATION TRAINING OFFICERS ONLY)
a. ☐ Temporary Certificate issued by a rehabilitation agency	b. ☐ Extension of Temporary Certificate Check one ☐ Do not extend. ☐ Extend as described below. (May not be for more than 12 months.)
From __/__/__ To __/__/__	From __/__/__ To __/__/__

13. REPRESENTATIONS AND WRITTEN ASSURANCES

I certify that I have read this form and, to the best of my knowledge and belief, all answers and information given in the application and attachments are true; that the representations set forth in support of this application to obtain or continue the authorization to pay workers with disabilities at subminimum wage rates are true; and that the authorization, if issued or continued, is subject to revocation in accordance with the provisions of 29 CFR 525.

I represent that as set forth in the regulations governing the employment of workers with disabilities, the following conditions exist (or will exist for initial applicants):

(1) workers employed (or who will be employed) under the authority in 29 CFR 525 are disabled for the work to be performed;

(2) wage rates paid (or which will be paid) to workers with disabilities under the authority in 29 CFR 525 are commensurate with those paid nondisabled experienced workers in industry in the vicinity for essentially the same type, quality, and quantity of work;

(3) the operations are (or will be) in compliance with the FLSA, PCA, SCA, and Contract Work Hours and Safety Standards Act, an overtime statute for federal contract work;

(4) no deductions will be made from the commensurate wages earned by a patient worker to cover the cost of room, board or other services provided by the facility;

(5) records required under 29 CFR Part 525 with respect to documentation of disability, productivity, time studies or work measurements, and prevailing wage surveys will be maintained.

Further, I certify that:

(1) the wage rates of all hourly-rated employees paid in accordance with section 14(c) of FLSA will be reviewed at least every six months, and

(2) wages paid to all employees under FLSA section 14(c) will be adjusted at periodic intervals at least once a year to reflect changes in the prevailing wage paid to experienced nondisabled workers employed in the vicinity for essentially the same type of work.

14. SIGNATURE OF AUTHORIZED REPRESENTATIVE

Name (Print or Type) ____________________ Title ____________________

Signature ____________________ Date ____________________

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INSTRUCTION SHEET

GENERAL INSTRUCTIONS

1. This application is to be used to apply for a subminimum wage certificate under the Fair Labor Standards Act (FLSA), the Walsh-Healey Public Contracts Act (PCA), and the Service Contract Act (SCA). Payment of subminimum wages to workers with disabilities is authorized only under certificates issued under section 14(c) of FLSA.

2. This report is authorized under section 14(c) of FLSA. While completion of this form is voluntary, authority to pay less than the applicable minimum wage will not be granted unless a properly completed application is submitted.

3. Complete one copy of this form and send to the Wage and Hour Division. Keep a photocopy for your records.

4. Do not submit an application for each branch establishment. List the names of branch establishments in the space provided in item 3. Enclaves, supported employment work sites, and school work experience sites should also be reported in item 3. **A form WH-226-A must be completed for each site where workers with disabilities are employed.**

SPECIAL INSTRUCTIONS FOR SCHOOL WORK EXPERIENCE PROGRAMS

The rehabilitation counselor or coordinating official of the school may submit a group application covering all of the students with disabilities and all of the employers participating in a school work experience program. Employers are responsible for compliance with all applicable child labor laws, minimum wage standards, certificate and recordkeeping requirements. The students participating in a school work experience program must be paid commensurate wage rates based upon the students' productivity in proportion to the wage and productivity of experienced nondisabled workers performing essentially the same type, quality, quantity of work in the vicinity in which the students are employed. Complete all items except numbers 6 and 12.

Item 1(A) - Check "Business Establishment (Special Worker)"
Item 2 - Enter identifying information for the school
Item 4 - Enter School District information
Item 5 - Check "Other" and enter "SWEP."
Items 9 and 11 - Complete for the four types of work in which the greatest number of students with disabilities are employed. If fewer than four types of jobs exist, enter n/a in the "Description of Work" blocks which aren't used.
Item 14 - Must be signed by the counselor or coordinating official of the school

SPECIAL INSTRUCTIONS FOR VOCATIONAL REHABILITATION COUNSELORS OR VETERANS ADMINISTRATION TRAINING OFFICERS

Complete all items except #6.

Item 1(A) - Check "Business Establishment (Special Worker)"
Item 1(C) - Check
Item 2 - Enter name and location of employer where workers with disabilities are to be placed.
Item 4 - Enter the name and address of the Veterans Administration Office or State Vocational Rehabilitation agency which is seeking temporary authority or an extension
Item 5 - Check "Other" and enter the type of business in which the worker with a disability is being placed.
Items 9 and 11 - Complete for the worksites where the workers with disabilities will be employed.
Item 14 - Must be signed by the Vocational Rehabilitation Counselor or Veterans Administration Training Officer.

*U.S. GPO:1991-291-428/20230

Disabilities at Special Minimum Wages

Wage and Hour Division
Room 662, 1375 Peachtree Street, N.E.
Atlanta, Georgia 30367

OMB No.: 1215-0005
Expires: 06-30-93

INSTRUCTIONS FOR COMPLETING FORM WH-226A-MIS

List only those workers with disabilities who earn less than the statutory minimum wage or SCA wage determination rate.

Item 2 — List each worker with a disability engaged in covered work in the worksite regardless of the amount of time spent in the program or the individual's earnings.

Item 3 — For workers paid hourly wage rates, list the rate or rates paid at the end of the fiscal quarter. For example: Jane Smith, quality control, $3.00.

For workers paid by piece rates, list the average earnings per hour. Average earnings are computed by dividing the total earnings of the individual worker by the number of hours worked during that fiscal quarter. For example, John Jones earned $600.00 during the quarter ending 6/30/–. He worked 300 hours. His average earnings per hour are $2.00.

Item 4 — Clearly identify the work performed by the workers with disabilities. For example, truck helper, assembler, machine operator, janitor, etc.

Important: Name and address of worksite should appear in Item 2 or Item 3 on the WH-226-MIS. When completing Items 2 through 4, please use information from your most recent representative fiscal quarter. Attach additional sheets if necessary.

1. Name and Address of Work Site:

SCA work performed at this site? ☐

2. Name of workers with disabilities and primary disability (e.g., John Jones - cerebral palsey)	3. Average earnings per hour	4. Type of work

Public Burden Statement

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Subminimum Wage Certificates for Students

Certificate	Regulation	Lowest % of Federal Min. Wage	Limit to Hrs.at Certificate Rate	Application Form
Full-Time Students: Worker attends school primarily in the daytime in a bona fide educational institution. Can be issued to retail and service establishments, agricultural employment/post-secondary schools.	Part 519	85% ($3.61 per hour)	Yes. See Regulations	WH - 200MIS
Student Learners: Age 16 or older. Worker is receiving instruction in an accredited school, college or university and is employed on a part-time basis pursuant to a bona fide vocational training program with an organized plan of instruction in technical and industrial areas requiring substantial learning period.	Part 520	75% ($3.18 per hour)	Yes. See Regulations	WH - 205
Apprentices in Skilled Trades: Generally, age 16 or older. Allows for the employment of apprentices in skilled trades. The minor must be employed in a craft recognized as an apprenticeship trade. This apprenticeship must be registered with the DOL.	Part 521	50% of the journeyman's rate	Yes. See Regulations	Application is the apprent. agreement
Learners in Specified Industries: Applicable for employment of learners in specific industries where an adequate supply of qualified experienced workers is not available for employment. Learner is a worker whose total experience in the industry within the past three years is less than the period of time allowed as a learning period for that occupation.	Part 522	Authorized wage rates are industry specific	Yes. See Regulations	WH - 209 WH - 208 WH - 359
Sheltered Workshop/Workers With Disabilities: Worker's earning capacity is impaired by disability for the work to be performed. Issued to most types of establishments and school work experience programs. Sheltered workshop or work centers meaning a program providing workers with disabilities with employment or other occupational rehabilitating activity.	Part 525	Commensurate wages: no minimum	No	WH - 226MIS
Student Workers: Age 16 and older. The occupation must require sufficient degree of skill to necessitate an appreciable learning period. Student must be receiving instruction in an educational institution and be employed on a part-time basis in a shop owned by the educational institution for the purpose of enabling the student to defray part of school expenses.	Part 527	75% ($3.18 per hour)	Yes. See Regulations	Contact ESA, W-H Branch of Special Employ. Programs

Love, 1994

COMMERCIALLY AVAILABLE VOCATIONAL EVALUATIONS

Interest Inventories

1. Name: AAMD Reading-Free Vocational Interest Inventory
Address: AAMD
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015
Description: Separate male, female form. Most liked of three pictures is circled. Designed for persons with mental retardation. Eleven cluster areas; automotive, building trades, clerical, animal care, food service, patient care, horticulture, janitorial, personal service, laundry service, and materials handling.
Population: Individuals with mental retardation, 13 years and older

2. Name: Geist Picture Interest Inventory
Address: Western Psychological Service
1203 Wilshire Boulevard
Los Angeles, CA 90005
Description: Separate male, female forms. Selects 1 out of 3 pictures showing activities on jobs. Covers 12 interest areas; persuasive, clerical, mechanical, musical, scientific, outdoor literary, computational, artistic, social service, dramatic and personal service.
Population: LD, EMH

3. Name: Picture Interest Exploratory Survey (PIES)
Address: Career Education Media
P.O. Box 27083
Tempe, AZ 85282
Description: Series of slides showing hand work. Student circles number or pictures they like on answer sheet.
Population: LD, EMH, Deaf

4. Name: Wide Range Interest Opinion Test (WRIOT)
Address: Jastak Assessment Systems, Inc.
1526 Gilkin Avenue
Wilmington, N.C. 19306
Description: A reading free instrument of occupational/leisure activities in which examinees must indicate among a series of three pictures which they like least and like most. Covers 18 areas of interest and 8 attitude areas through the use of 450 pictures.
Population: Age 5 and older, LD, EMH, TMH, Deaf, BEH

5. Name: Occupational Interest Scramble Survey, VESEP II
Address: Vocational Education/Special Education Report
Central Michigan University
225 Sloan Hall
Mt. Pleasant, MI 48859
Description: 100 pictures of jobs. Students separate on scale from 1 - 10 (lowest to highest). Jobs based on 10 occupational subgroups: agriculture/natural resources, automotive and power service, clothing/textile service, construction, distribution, food preparation and service, graphics and communication, health, manufacturing, and office and business.
Population: All disability groups ages 14 and older

6. Name: Kuder Occupational Interest Survey - Revised (KOIS)
Description: The examinee is presented with a variety of occupational activities that he or she must mark as most preferred or least preferred. Those responses are subsequently compared to a normative group who are in 119 occupational groups. Scores are available in four areas: dependability, vocational interest estimates, occupational and college majors.
Population: 10th grade to adult

7. Name: Strong-Campbell Interest Inventory
Description: Intended to measure an individual's interest in various occupations. Easy to administer and can be given individually, in groups or by mail. It takes an average of 25 - 30 minutes to complete. Computerized version available. One of the most widely used interest inventories.
Population: Ages 16 and older

Functional Skills Inventories

1. Name: Brigance Diagnostic Inventory of Essential Skills
Address: Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862
Description: Determines level of functioning in regards to skills needed to function in society. Two major areas: academic prerequisites to applied skills (word recognition, oral reading, work analysis, numbers, fractions, etc.) and applied skills (forms, health and safety, travel, money, food, clothing, etc.)
Population: 9th grade and above. EMH, LD, BEH

2. Name: Social and Prevocational Battery (SPIB)
Address: Publisher's Test Service
2500 Garden Road
Monterey, CA 93940
Description: 9 tests measuring: purchasing habits, budgeting, banking, job-related behavior, job search skills, home management, health care, hygiene and grooming, and functional signs. Administered orally. Pretest included.
Population: 7th grade and above. EMH

3. Name: Street Survival Skills Questionnaire (SSSQ)
Address: McCarron-Dial Systems
P.O. Box 45628
Dallas, Texas 75245
Description: Measures adaptive behavior skills. 9 tests measure: basic concepts, functional signs, tools, domestic management, health and safety, public services, time, money, and measurement. Administered orally.
Population: EMH, TMH

4. Name: Test for Everyday Living (TEL)
Address: Publisher's Test Service
2500 Garden Road
Monterey, CA 93940
Description: 7 tests measuring: purchasing, banking, budgeting, health care, home management, job search skills and job related habits. Administered orally.
Population: LD

5. Name: Career Adaptive Behavior Inventory (CAB)
Address: Special Child Publication
4535 Union Bay Place NE
Seattle, Washington 98105

Description: 120 behavior items covering academics, communication, interest, leisure, motor, responsibility, self-concept, self-help, socialization and task performance. Score obtained through direct observation.
Population: All ages. Mentally Handicapped

6. Name: Prevocational Assessment and Curriculum Guide (PACG)
Address:
Exceptional Education
P.O. Box 15308
Seattle, Washington 98115
Description: Assesses worker behaviors, interaction skills and self-help skills necessary for entry into sheltered employment. Scores obtained through direct observation.
Population: All levels of mental retardation including S/PH

7. Name: Vocational Assessment and Curriculum Guide (VACG)
Address:
Exceptional Education
P.O. Box 15308
Seattle, Washington 98115
Description: Assesses worker behaviors, interaction skills, self-help skills, and academic skills that most supervisors consider important for entry into competitive employment. Scores obtained through direct observation.
Population: All levels of mental retardation. LD

8. Name: Life Centered Career Education Knowledge Battery (LCCE)
Address:
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589
Description: A curriculum based assessment related to the LCCE curriculum. Contains 200 multiple choice items covering 20 of the LCCE competencies. Standardized.
Population: Mild cognitive disabilities. Moderate to severe learning disabilities. Mild to moderate behavioral disabilities. Grades 7 - 12.

9. Name: Life Centered Career Education Performance Battery (LCCE)
Address:
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589
Description: Non-standardized. Criterion referenced. Provides skill rather than knowledge assessment of critical life skills. Items based on skills related to LCCE curriculum. Administration time is 3 - 4 hours.
Population: Mild cognitive disabilities. Moderate to severe learning disabilities. Mild to moderate behavioral disorders. Grades 7 - 12.

10. Name: Life Skills Inventory
Address:
Brigance
Curriculum Associates
North Billerica, MA 01862
Description: Criterion referenced assessment including subscales on speaking/listening, functional writing, functional reading, telephone skills, money and finances, food, clothing, health, travel, and transportation. Administered individually or in groups. Can be given orally or written. Record books available to track progress and assist in choosing objectives. Optional rating scales for behavior, attitude, and employability/life skills.
Population: All disability populations. High school ages and adults. Mild cognitive disabilities with reading levels of 2 - 8.

Work Values and Attitudes

1. Name: Program for Assessing Youth Employability Skills (PAYES)
   Address: Program for Vocational Education
   Educational Testing Service
   Princeton, NJ 08541-6736
   Description: Measures 3 attitudes (job holding skills, attitudes towards supervision, self-confidence), 3 cognitive (job knowledge, job seeking skills/reasoning, vocational interest). Pictures. 4th - 5th grade reading level.
   Population: EMH, LD, Blind, Deaf, BEH. 14 years and older.

2. Name: Ohio Work Values Inventory
   Address: The Psychological Corporation
   757 Third Avenue
   New York, NY 10017
   Description: Designed to help high school students respond to job activities on a scale ranging from "like very much" to "dislike very much".
   Population: LD, Deaf, Blind, BEH. Grades 8 - 12.

3. Name: Minnesota Importance Questionnaire (MIQ)
   Address: Vocational Psychology Research
   Elliot Hall
   University of Minnesota
   Minneapolis, MN 55455
   Description: Measures vocational reinforcer needs and compares to reinforcers available in job computer profile, ranking occupational groups in order of preference. 5th grade reading level.
   Population: LD, EMH, Deaf, Blind.

4. Name: Self-Directed Search (SDS)
   Address: Consulting Psychologist's Press
   577 College Street
   Palo Alto, CA 94306
   Description: Self-administered vocational exploration. Fill out booklet and obtain code. Look up jobs in an Occupational Finder booklet. Administration time is 35 - 35 minutes.
   Population: LD, BEH, Deaf, EMH

5. Name: Forer Vocational Survey
   Address: Western Psychological Services
   12031 Wilshire Blvd.
   Los Angeles, CA 90022
   Description: Students complete sentences based on reactions to authority, co-workers, failure, taking orders and assumes responsibility. Male and female forms.
   Population: MH, LD, BEH

6. Name: Social/Vocational Behavior Evaluation
   Address: EBSCO Curriculum Materials
   P.O. Box 1943
   Birmingham, AL 35201
   Description: Provides evaluation folders for use throughout the school year to assess 75 work behaviors rated as important for success in competitive employment.
   Population: All groups

Manual Dexterity Tests

1. Name: Bennett Mechanical Comprehension Test
   Address: The Psychological Corporation
   7555 Caldwell Avenue

Chicago, Ill. 60648
Description: Measures mechanical reasoning. Student answers questions about a picture. 5th grade reading level. Can be administered orally.
Population: EMH, Deaf, LD, BEH

2. Name: Minnesota Clerical Test
Address: The Psychological Corporation
7555 Caldwell Avenue
Chicago, Ill. 60648
Description: Tests speed and accuracy in clerical tasks. Two parts: number and name checking.
Population: LD, BEH, Deaf, OI, EMH

3. Name: Bennett Hand Tool Dexterity Test
Address: The Psychological Corporation
7555 Caldwell Avenue
Chicago, Ill. 60648
Description: Manual dexterity with tools. Students use wrenches and screwdrivers to disassemble nuts and bolts, remove and replace on a board.
Population: All groups

4. Name: Crawford Small Parts Dexterity Test
Address: The Psychological Corporation
7555 Caldwell Avenue
Chicago, Ill. 60648
Description: Fine eye-hand coordination using small tools. Two parts each with practice: 1) place pins in hole using tweezers and place collars over pins 2) with screwdriver put screws in place
Population: All groups

5. Name: Pennsylvania Bi-Manual Worksample
Address: Education Test Bureau
American Guidance Service
Publishers Building
Circle Pine, MN 55014
Description: Hand and finger dexterity. Two parts: assemble nuts and bolts; dissemble nuts and bolts.
Population: All groups ages 15 and older

6. Name: Purdue Pegboard
Address: Science Research Associates
259 East Erie
Chicago, Ill. 60610
Description: Cross manual and finger dexterity. Pegboard with 4 cups and 2 rows of 25 holes in which pins are inserted in a timed period.
Population: All groups

7. Name: Minnesota Spatial Manipulation Test
Address: American Guidance Service
Publisher's Building
Circle Pines, MN 55014
Description: Arm-hand dexterity. Plastic colored discs are manipulated through several procedures; placing, displacing, one-hand turning, and two-hand turning.
Population: All groups

8. Name: Minnesota Spatial Relations Test
Address: American Guidance Service
Publisher's Building

Circle Pines, MN 55014
Description: Spatial perception. Four boards with holes of various shapes. Place shapes in holes in 4 boards.
Population: All groups

Aptitude Tests

1. Name: Trainee Performance Sample (TPS)
   Address: NGG Associates, Inc.
   Ideal Systems
   West Allis, WS 53227
   Description: Based on sheltered workshop type activities. Assesses kinds of training needed by measuring student on verbal, modeling and prompt types of questions.
   Population: All Mentally Handicapped

2. Name: Talent Assessment Program (TAP)
   Address: Talent Assessment, Inc.
   P.O. Box 5087
   Jacksonville, FL 32205
   Description: Based on occupational clusters of jobs. 10 tests assessing: structural and mechanical visualization, discrimination by size and shape, discrimination by color, tactile discrimination, fine motor dexterity without tools, gross dexterity without tools, fine dexterity with tools, gross dexterity with tools, flowpath visualization and retention of structural and mechanical detail. Approximate cost: $3,200.00.
   Population: All except TMH

3. Name: Vocational Evaluation System (SINGER)
   Address: New Concepts Corporation
   Singer Career Systems
   1802 Division Street
   Morris, Ill. 60450
   Description: 25 work samples in individual carrels. Work samples include: bench assembly, plumbing and pipe fitting, woodworking, cooking and baking, small engine service, medical service and cosmetology.
   Population: All groups

4. Name: Microtower
   Address: ICD Rehabilitation and Research Center
   340 E. 24th Street
   New York, NY 10010
   Description: 13 work samples assessing major areas; verbal skills, numerical skills, clerical perception skills, motor skills and spatial skills. Designed for group evaluation using taped instructions and an illustrated photo book.
   Population: EMH, LD, BEH. High School and older.

5. Name: Micro Computer Evaluation and Screening Assessment (MESA)
   Address: VALPAR Corporation
   3801 East 34th Street
   Tucson, AZ 85713
   Description: Evaluation using micro computers. Assesses: hardware use, computer assessment (perceptual, motor, visual, academic and reasoning skills), physical capacity and mobility and vocational interests and awareness. Client performance is compared to requirements set by employers and job clusters.
   Population: All groups

6. Name: Occupational Aptitude Survey and Interest Schedule (OASIS-2)
   Address: Pro-Ed
   8700 Shoal Creek Blvd.
   Austin, Texas 78758
   Description: Measures both aptitude and interest. The six aptitude scales are related to over 20,000 jobs listed in the DOT and the interest factors are related to jobs listed in the Dictionary of Occupational Exploration. Scores yielded include Aptitude: general ability, verbal, numerical, spatial, perceptual and manual dexterity - Interest: Artistic, Scientific, Protective, Mechanical, Industrial, Nature, Business Detail, Selling, Accommodating, Humanitarian, Leading-Influence, Physical Performing. Profile forms are available to provide a visual summary of the student's aptitude and interests. Easy to administer. Pen and paper. Administration time is 30 - 45 minutes. Machine scoring available.
   Population: Grades 8 - 12

7. Name: Differential Aptitude Test (DAT)
   Address: The Psychological Corporation
   555 Academic Court
   San Antonio, Texas 78204
   Description: Two levels of tests. Level 1 (grades 7 - 9) and Level 2 (grades 10 -12). Designed for group administration. Administration time is 2 - 3 hours. Test assesses verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling and language use. Also gives a combined score of verbal reasoning and numerical reasoning which correlates highly with measures of intelligence.
   Population: Grades 7 - 12. Large print available.

8. Name: Career Ability Placement Survey (CAPS)
   Description: Provides information about vocational abilities. Gives scores in mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy and manual speed and dexterity. Provides visual representation of scores. Pen and paper.
   Population: High School

9. Name: Skills Assessment Module (SAM)
   Address: Piney Mountain Press, Inc.
   P.O. Box 86
   Cleveland, GA 30528
   Description: 12 hands-on modules assessing digital discrimination, clerical verbal, motor coordination, clerical numerical, following written instructions, finger dexterity, measurement skills, manual dexterity, form perception, spatial perception, color perception, and following diagrammed instruction. Also includes a learning style inventory and a screening to assess the student's ability to follow oral directions. Computerized scoring.
   Population: High School. All groups.

Transition Assessments

1. Name: The Transition-to-Work Inventory
   Address: The Psychological Corporation
   555 Academic Court
   San Antonio, Texas 78204-24398
   Description: Combines the use of job analysis, worker analysis, accommodation, and

job design to assist in determining the best match between the skills of an individual with a disability and the requirements of the job. Appropriate for use with entry-level jobs that require a moderate to high level of supervision including food service, building maintenance, housekeeping, solid waste processing and recycling, production line and assembly, delivery, office support and auto service. Contains a job analysis scale for evaluating the requirements of a job, a worker analysis for evaluating the capabilities of workers, an individual profile sheet for scoring and interpreting the job and worker analyses and an accommodation guide with accommodations/job redesign strategies.

2. Name: Transition Planning Inventory
Address: PRO-ED
8700 Shoal Creek Blvd.
Austin, Texas 78758
Description: Areas covered include employment, post-secondary education/training, daily living, living arrangements, leisure activities, community participation, health, self-determination, communication, and personal relationships. Can be self-administered or guided. Can be given orally. Contains 56 items plus oral items related to preferences and interests. Provides a profile sheet.
Population: All disability populations. Ages 14 - 25. Mild through severe levels of disability.

3. Name: Transition Behavior Scale
Address: Hawthorne Educational Services
800 Gray Oak Drive
Columbus, MO 65201
Description: Subscales include work-related problems, interpersonal relations, social/community expectations. Ratings are completed by a minimum of 3 persons. Estimated completion time is 15 minutes. Standardized.
Populations: Any disability group. Mild to severe levels of severity.

4. Name: Enderle-Serverson Transition Rating Scale
Address: Practical Press
Moorehead, MN
Description: Informal, criterion referenced instrument. Subscales include jobs/job training, recreation/leisure, home living, post-secondary training and learning opportunities. Scale completed by persons familiar with the student. Provides framework for transition planning.
Populations: Any disability group. Mild to severe levels of disability. Ages 14 - 21.

5. Name: Quality of Life Questionnaire
Address: IDS
Worthington, OH
Description: Subscales include satisfaction, competence/productivity, empowerment/independence and social belonging/community integration. Designed to assess quality of life for persons with developmental disability. Administered in interview format but alternative administration formats available. Administration time is 20 minutes. Standardized sample.
Population: Mild to severe cognitive disabilities. Ages 18 and older.

Sittlington, P. (1993) and Clark, G. (1996).

STUDENT SATISFACTION QUESTIONNAIRE

Student Name (or non-identifying number): ______________________________

Person Completing Form: ______________________________

School: ______________________________

To be completed by a teacher/transition coordinator. Place a check by the transition activities in which the student has been involved:

_____ Paid Community-Based Training
_____ School Factory
_____ On-Campus Jobs
_____ Job Shadowing
_____ Workforce Development Education Courses
_____ Special Education Courses
_____ Transition Planning Meetings
_____ Alternative Course of Study (functional curriculum)
_____ Regular Academic classes
_____ Employability Skills classes
_____ JTPA
_____ JOB READY activities
_____ Vocational Evaluation/Assessment
_____ Other: ______________________

Please answer the following questions about the transition program (To be completed by the student):

1. Do you feel the transition program is preparing you to get a job?
   _____ Yes _____ No

2. Do you feel the coursework is relevant to your future goals?
   _____ Yes _____ No

3. Do you feel the transition program is preparing you to live in the community?
   _____ Yes _____ No

4. Do you feel the transition program is preparing you to use services in the community?
   _____ Yes _____ No

5. Do you feel the transition program is preparing you to access post-secondary education opportunities?
   _____ Yes _____ No

6. Do you feel the vocational training in the transition program matches your abilities and interests?
   _____ Yes _____ No

7. Do you feel you have an active role in planning for your future?
   _____ Yes _____ No

What changes would you like to see in your present course of study?

Shelby City Schools, Project TASSEL, 1992.

PARENT QUESTIONNAIRE

Student: ____________________

Person completing form: ____________________ Relationship to student: ____________

Date: ____________________

Place a check in the column that most closely describes your current feelings about your child's transition activities.	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My child enjoys being involved in the transition activities.				
2. Since becoming involved in the transition activities, my child has shown positive changes.				
3. Since becoming involved in the transition activities, my child has shown negative changes.				
4. I have been kept informed about my child's progress in the transition activities.				
5. I have had an opportunity to be involved in transition planning meetings.				
6. I have been kept informed about any problems that have occurred in various aspects of the transition program.				
7. My child communicates with me regularly about the people and activities related to the transition program.				
8. I think the amount of time my child spends in transition activities is adequate.				
9. I am familiar with the tasks my child does at the various vocational training sites.				
10. I think the transition activities are appropriate for my child.				
11. I think my child feels good about the vocational training activities in which my child has been involved.				

What changes would you suggest for your child's transition program? (Use the back if needed)

What changes would you like to see in future vocational training activities? (Use the back if needed)

Shelby City Schools, Project TASSEL, 1992.

EXIT/FOLLOW-UP ASSESSMENT

I. GENERAL INFORMATION

A. Personal Identifiers:

1. Name: Last ______________ First __________ 2. Sex: M F
3. DOB: ____________________ 4. ID# ________
5. Classification Category (Check one) AU ☐ BEH ☐ EMH ☐ HI ☐ MU ☐ OI ☐ HI ☐ LD ☐ S/LI ☐ TBI ☐ TMH ☐ VI ☐
   Other: ____________________________
6. Ethnic Code (Check one): White ☐ African American ☐ Hispanic ☐ Asian ☐ Indian ☐
7. Parent or Guardian: ______________ Secondary Reference: ____________
   Address: ______________________ Address: ______________________
   ______________________ ______________________
   Phone: ______________________ Phone: ______________________

B. Exit Information:

1. Date of Public School Exit: Month ______ Year __________
2. Reason for Exit: (a) Graduation (Diploma) ________
   (b) Graduation (Alternative Diploma) _______
   (c) Graduation (Certificate) _________
   (d) Drop-out
   (e) Completion of Eligibility ________
   (f) Other: ____________________

C. Interview Information:

1. Date of Interview: Month ______ Day ______ Year _______
2. Interviewer: ______________________________
3. Interviewee(s): ______________________________

D. Marital/Family Status of Former Students

1. Marital/Status: (a) Single ___ (b) Married ___ (c) Divorced ___ (e) Engaged ___
2. Number of Children: ____________________

II. FOLLOW-UP ASSESSMENT

A. Employment:

1. Has person been employed at any time since school exit? Yes ___ No ___ (If no go to A10)
2. Does person currently have a job? Yes ____ No ____ (If no go to A10, if yes describe): ____
   ____
3. How did person get current job? (a) Self ___ (b) School ___ (c) Rehabilitation Agency ____ (d) Family/Friend Network ___ (e) Other (Describe) ______________
4. What is the classification of person's current job? (a) Competitive _____ (b) Supported _______ (c) Sheltered ________ (d) Other: ______________________
5. How long has person had this job? Months _______
6. How many hours per week does this person work? ______________
7. What is person's pay per hour for this work? _______ per hour

8. How satisfied is person with this job? (a) very ____ (b) somewhat ___ (c) not very ____ (d) not at all ____
9. If person is employed, is any agency or service involved at this time?
____ Yes ____ No (if yes, describe)____
____

10. Is person in need of additional employment assistance from an adult agency or service?
Yes _____ No _____ (if yes describe) ______________________________
11. Amount of time unemployed since school exit? _____ Months
12. Reason for unemployment? ____
13. Is person receiving government benefits? _____ SSI _____ SSDI ______ Medicaid
Other (describe): ____
14. Has working affected benefits? _____ Yes ____ No (if yes, how?) ______________
____

B. Post-Secondary Education

1. Is person receiving any post-high school educational services? ____ Yes ____ No (if no go to B5)
2. Where is person receiving these educational services? (a) University _____
(b) Community College _____ (c) Sheltered Workshop ______ (d) Other (describe)
____
3. If person is involved in post-secondary educational services, does person receive assistance from any agency or support services? ____ Yes _____ No (if yes, descri
____
4. How satisfied is person with these educational services? (a) Very _____ (b) Somewhat ______ (c) Not Very ______ (d) Not at all ________
5. Is person in need of additional educational services? _____ Yes _____ No (if yes, describe) ____
____

C. Residential

1. Where does person live now? (a) Parent/guardian _____ (b) Alone ______
(c) With spouse or roommate _______ (d) Group Home _______ (e) other:
____
2. If a person lives at home, how likely will person eventually live away from home?
(a) definitely will ______ (b) probably will ______ (c) probably won't ________
(d) don't know _______
3. Do you see this person's residential status changing in the next five years? ____ Yes ____ No
4. Describe the residential arrangement that you anticipate for this individual in the future.
____
____
5. How satisfied is the person with current residential situation? (a) ____ Very (b) _____ somewhat (c) _____ Not very (d) ____ Not at all
6. Is any agency or service involved with person's residential situation at this time? ____ Yes ____ No (If yes, describe) ______________________________
____
7. Is person in need of additional residential assistance from any agency or service? ____ Yes ____ No (If yes, describe) ______________________________
____

D. Social-Interpersonal and Recreation/Leisure

1. How frequently does person get together with friends? (a) _____ Less than once a week (b) ____ once a week (c) _____ 2-3 times a week (d) _____ 4-5 times a week (e) ____ more than 5 times a week
2. Does person belong to any community groups like a sports or church group? ____ Yes ____ No (If yes, describe) ________________________________
3. How many good friends does person have? (a) ___ none (b) ____ one (c) ____ 2-3 (d) ____ 4-5
4. How often does person attend community social events? (a) ____ daily (b) _____ weekly (c) _____ 6 or more
5. Does person have a recreation/leisure hobby? _____ Yes _____ No (If yes, describe) ________________________________
6. How often does person make purchases in the community? (a) daily ______ (b) weekly ________ (c) ______ monthly (d) ______ yearly (e) ______ never
7. Is any agency or service involved with person's social-interpersonal and recreation/leisure life? _____ Yes _____ No (If yes, describe) ________________
8. Is person in need of any additional assistance from an agency or service to assist with his/her social-interpersonal and recreation/leisure life? _____ Yes _____ No (If yes, describe) ________________________________
9. How does the person travel to and from community activities? ________________
10. Does person need assistance to travel in the community? _____ Yes _____ No (If yes, describe) ________________________________
11. How satisfied is the person with present social-interpersonal and recreational/leisure life? (a) ____ Very (b) ____ Somewhat (c) ____ Not very (d) _____ Not at all

E. Previous High School Experience

1. How satisfied were you with the high school program? (a) _____ Very (b) ______ Somewhat (c) _______ Not Very (d) ______ Not at all
2. How satisfied were you with transition planning? (a) _____ Very (b) _____ Somewhat (c) _____ Not Very (d) ______ Not at all
3. What are the strengths and weaknesses of the high school program? ________________________________
4. What concerns you most about the future? ________________________________

Please note additional comments on the back.

Interviewer: ________________________________

Date: ________________

BEST COPY

North Carolina Youth With Disabilities Transition Project, 1992.

ADULT SERVICE PROVIDER SATISFACTION QUESTIONNAIRE

Person completing survey ____________________ Date ____________
Agency/Organization ____________________ Position ____________

1. Please check the activities you have been involved in related to the transition program offered by our school system:

____ Community Level Transition Team
____ School Level Transition Team
____ Individual Transition Team
____ Case Management
____ Job Development
____ Job Coaching
____ Staff Development
____ Employability Skill Training
____ Support Services: ____________________
____ Other: ____________________

2. With approximately how many students have you been:

____ Indirectly involved
____ Directly involved

3. Please rate the following statements by checking the description that most accurately reflects your feelings about the transition services offered by our school system:

I have had an active role in the transition process.
____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree

I have a good understanding of my role in the transition process.
____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree

I have had the opportunity to communicate on a regular basis with school personnel about transition issues.
____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree

I feel that school personnel have a good understanding of my agency's or organization's procedures, guidelines and policies.
____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree

I believe the transition program is adequately preparing students for post-graduate employment.
____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree

I believe the transition program is adequately preparing students to live in the community.
____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree

4. What changes would you suggest in our transition program.

5. What additional transition services would you suggest the school provide?

6. Additional Comments: (Use back if needed)

Shelby City Schools, Project TASSEL, 1992

EMPLOYER SATISFACTION QUESTIONNAIRE

Business: ____

Name of Person Completing Questionnaire: ____________________ Position: ________________

Please indicate your level of satisfaction with the community-based vocational training program by placing a check in the appropriate column.	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The student(s) consistently arrives and leaves on time.				
2. The student(s) attendance is acceptable.				
3. Tasks are performed according to the agreed upon criteria.				
4. The student(s) displays behavior appropriate in the work place.				
5. The student(s) interacts appropriately with coworkers, customers, and others in the work place.				
6. The school staff interacts appropriately with workers and others in the work place (if appropriate).				
7. The student(s) does not interfere with normal business operations.				
8. Co-workers and customers are comfortable interacting with the student(s).				
9. The school staff is providing adequate training and supervision.				
10. The school staff's interactions with the student(s) do not interrupt business.				
11. The student(s) appears to be enjoying the training experience.				
12. The student(s) personal appearance is consistently satisfactory.				
13. The school staff is available and cooperative in discussing any problems that arise.				
14. Improvement has been seen in the student(s) performance.				

Additional Comments:

Shelby City Schools, 1992.

TRANSITION COMPLIANCE CHECKLIST

Section 300.344 Participants in the Meetings

When the purpose of the meeting is the consideration of transition services:

Yes ☐ No ☐ Did the public agency invite the student?

Yes ☐ No ☐ Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for the services?

Yes ☐ No ☐ If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP?

Yes ☐ No ☐ Were the efforts documented to ensure that the student's preferences and interests were considered?

In what way?

Yes ☐ No ☐ If an agency invited to send a representative to a meeting did not do so, did the public agency take other steps to obtain their participation in the planning of any transition services?

Yes ☐ No ☐ Were the steps documented?

Section 300.345 Parent Participation

Yes ☐ No ☐ If the student is 16 years or older or if the student is younger and transition was discussed, was parent notice provided?

Does the parent notice:

Yes ☐ No ☐ indicate that one of the purposes of the meeting will be the consideration of transition services?

Yes ☐ No ☐ indicate that the public agency will invite the student?

Yes No identify (by agency, position and title) any other agency that will be invited to send a representative?

☐ ☐

Yes No indicate the time and location of the meeting and who will be invited?

☐ ☐

Section 300.346 Content of individualized education program

If the student is 16 or older or if the student is younger and transition will be discussed, does the IEP include:

Yes No a statement of needed transition services, including

☐ ☐

A. Yes No instruction
B. Yes No community Experiences
C. Yes No development of employment and other post-school adult living objectives
D. Yes No if appropriate, daily living skills; and
E. Yes No if appropriate, a functional vocational evaluation?

Section 300.18 Definition of transition services (Discussed in conjunction with 300.346, Content of the IEP)

Yes No Are the activities in the statement of needed transition services presented as a coordinated set of activities that promote movement from school to desired post-school activities?

☐ ☐

Yes No Does the statement of needed transition services address one or more of the following post-school activities?

☐ ☐

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation

Yes No Is the coordinated set of activities based on the individual students' needs, preferences, and interests?

☐ ☐

Did the IEP team determine that services are **not** needed in one or more of the following areas?

Yes ☐ No ☐ • instruction

If yes, does the IEP include **both**

A. Yes No • a statement to that effect **and**
B. Yes No • the basis upon which the determination was made?

Yes ☐ No ☐ • community instruction

If yes, does the IEP include **both**

A. Yes No • a statement to that effect **and**
B. Yes No • the basis upon which the determination was made?

Yes ☐ No ☐ • development of employment and other post-school adult living objectives

If yes, does the IEP include **both**

A. Yes No • a statement to that effect **and**
B. Yes No • the basis upon which the determination was made?

Yes ☐ No ☐ • if appropriate, development of daily living skills or functional vocational

If yes, does the IEP include **both**

A. Yes No • a statement to that effect **and**
• the basis upon which the determination was made

Yes ☐ No ☐ If appropriate, does the IEP include a statement of each public agency's and each participating agency's responsibilities and linkages before the student leaves the school setting?

Yes ☐ No ☐ Is the statement of needed transition services reviewed at least annually?

Section 300.347 Agency responsibilities for transition services

Yes ☐ No ☐ If a participating agency failed to provide agreed-upon transition services contained in the IEP, did the public agency responsible for the student's education initiate a meeting to identify alternative strategies to meet the transition objectives, and if necessary, revise the student's IEP?

Yes ☐ No ☐ If yes, did this happen as soon as possible?

Storms, O'Leary, DeStefano (1995).

TRANSITION NEEDS ASSESSMENT: SECONDARY EDUCATION EVALUATION PROGRAM

Program: ____

Please Note: The following Needs Assessment is to be used to evaluate your current transition program for student with disabilities. This self-assessment should be completed prior to developing and implementation any action plan. Completing this assessment will help you to determine areas of greatest needs in your district.

With permission, this information has been adapted from the Connecticut Interagency Task Force in Collaboration with the Connecticut Department of Education, Bureau of Special Education and Pupil Services, the Connecticut Department of Human Resource, Bureau of Rehabilitation Services, and the Developing an Effective County InterAgency Transition Consortium, The New Jersey Partnership for Transition from School To Adult Life for Youth with Disabilities, The University Affiliated Program of New Jersey University of Medicine and Dentistry of New Jersey, Robert Wood Johnson Medical School.

Revised by TASSEL Outreach Project, Special Education Program, UNC Charlotte, Charlotte, NC 28223; Jill Solow, Project Coordinator, Voice: 704-510-6481, Fax: 704-547-2916; Tassel@email.uncc.edu

I. Vocational Assessment/Evaluation

1. Identify the Vocational Assessment components utilized in your transition planning process *(Check all that apply.)*

A. Informal instruments

- ☐ Student surveys
- ☐ Parent surveys
- ☐ Teacher surveys
- ☐ Other ______________________________

B. Standardized tests *(Please list instruments.)*

- ☐ Career interest inventories ______________________________
- ☐ Aptitude ______________________________
- ☐ Achievement ______________________________
- ☐ Intelligence______________________________
- ☐ Values/Maturity______________________________
- ☐ Work Samples ______________________________
- ☐ Other ______________________________

C. Situational Assessment *(Check all that apply.)*

- ☐ In-school work sites
- ☐ In-School vocational classes
- ☐ Community-based vocational sites
- ☐ Other ______________________________

2. Do you utilize formal/informal assessment procedures to determine students skills/needs in the following domains?

Domestic *Circle one* Yes No

If yes, specify procedures ______________________________

____

Recreation/Leisure *Circle one* Yes No

If yes, specify procedures ______________________________

____

Community Living *Circle one* Yes No
If yes, specify procedures____
____

4. Specify individual(s) responsible for coordinating information to be utilized in transition program planning. *(Check all that apply.)*
   - ☐ Transition Coordinator
   - ☐ Guidance
   - ☐ Work-Study Coordinator
   - ☐ Administrator
   - ☐ Classroom teacher
   - ☐ Other ____

5. Do you send students for vocational evaluations at a Rehabilitation facility?
   Circle one Often Sometimes Never

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Vocational Assessment?**
   Circle one Beginning In Progress Fully Developed

2. Does your program need to develop comprehensive **Vocational Assessment** procedures for students?
   Circle one Yes No

3. How would you rate your need for further program development in this area?

Circle one	1 Low Priority	2	3 Moderate Priority	4	5 High Priority

II. Curriculum and Instruction

1. Identify skills training included in program curriculum. *(Check all that apply.)*
   - ☐ Career awareness
   - ☐ Job seeking/keeping skills
   - ☐ Independent living skills (money management, banking, budgeting, housing, etc.)

- ☐ Personal living skills (hygiene, cooking, laundry, etc.)
- ☐ Social Skills development
- ☐ Transportation training
- ☐ Recreation/Leisure
- ☐ Organizational/Problem solving skills development/Learning strategies
- ☐ Self-Advocacy

2. Identify the instructional environment where these activities take place
(Check all that apply.)
   - ☐ Integrated within regular education classes (vocational, academic)
   - ☐ Self-contained classes
   - ☐ Community-based

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Curriculum and Instruction?**
Circle One Beginning In Progress Fully Developed

2. Does your program need to increase/improve **Curriculum** offerings related to transitional planning?
Circle one Yes No

3. How would you rate your need for further program development in this area?

Circle one	1	2	3	4	5
	Low Priority		Moderate Priority		High Priority

III. Vocational Training

1. Do students participate in vocational training activities?
Circle one Yes No

2. At what age are these activities initiated?________________________________

3. What vocational training alternatives are utilized in your program?
(Check all that apply.)
   - ☐ Simulated vocational training in classroom
   - ☐ In-school job sites

- ☐ Career Internships in the community
- ☐ Work-Study
- ☐ Supported Employment Preparation
  - ☐ Enclaves
  - ☐ Work Crews
  - ☐ Individual Placements
- ☐ Adult Service job training programs (ARC's, Easter Seals, etc.)
- ☐ Other ______________________________

4. Who develops job sites and matches students to the job? *(Check all that apply.)*
   - ☐ Transition Coordinator
   - ☐ Work-Study Coordinator
   - ☐ Classroom Teacher
   - ☐ Job Coach
   - ☐ Other ______________________________
5. Who supervises students on the job site? ______________________________
6. Identify community-based job training sites utilized in your programs. *(Check all that apply.)*
   - ☐ Food Service
   - ☐ Agriculture
   - ☐ Retail
   - ☐ Maintenance
   - ☐ Industry
   - ☐ Clerical
   - ☐ Hotel/Hospitality
   - ☐ Other ______________________________

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Vocational Training?**
Circle One Beginning In Progress Fully Developed

2. Does your program need to increase/improve **Vocational** offerings related to transitional planning?
Circle one Yes No

3. How would you rate your need for further program development in this area?
Circle one 1 Low Priority 2 3 Moderate Priority 4 5 High Priority

IV. Interagency Collaboration

1. Does your school district have written policies and procedures for making adult agency referrals?
Circle one Yes No

2. Identify the agencies your students with disabilities are referred to. *(Check all that apply.)*
☐ Division of Vocational Rehabilitation (DVRS)
☐ Division of Developmental Disabilities (DDD)
☐ Division of Mental Health Services (DMHS)
☐ Commission for the Blind and Visually Impaired (CBVI)
☐ Division of the Deaf and Hard of Hearing (DDHH)
☐ Other (College support programs ARC's, Job Service, Job training programs, recreation leisure programs, etc.) ______________________
☐ None

3. Who initiates and follows-through on agency referrals? ______________________

4. At what age/grade is the referral process begun? ______________________

5. Identify adult agencies that attend PPT meeting and degree of attendance.

DVRS	Often	Sometimes	Never
DDD	Often	Sometimes	Never
DMHS	Often	Sometimes	Never
CBVI	Often	Sometimes	Never
DDHH	Often	Sometimes	Never

Other Often Sometimes Never ________________

6. Does your school district participate in a local, community interagency planning team?
Circle one Yes No

If yes, identify agencies represented on this team. *(Check all that apply.)*
- ☐ DVRS
- ☐ DDD
- ☐ DMHS
- ☐ CBVI
- ☐ Religious organizations
- ☐ Social Services agencies
- ☐ Other ________________________________

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Interagency Collaboration?**
Circle one Beginning In Progress Fully Developed

2. Does your program need to develop procedures for assessing adult service providers/ agencies?
Circle one Yes No

3. How would you rate your need for further program development in this area?

Circle one	1 Low Priority	2	3 Moderate Priority	4	5 High Priority

V. Parent/Guardian Involvement

1. Identify the adult services agencies including in information/training for parents/guardians *(Check all that apply.)*
- ☐ Division of Vocational Rehabilitation Services (DVRS)
- ☐ Division of Developmental Disabilities (DDD)
- ☐ Division of Mental Health Services (DMHS)
- ☐ Commission for the Blind and Visually Impaired (CBVI)

☐ Division of the Deaf and Hard of Hearing (DDHH)

☐ Other ______________________________________

2. Identify the resources included in information disseminated to parents/guardians *(Check all that apply.)*

☐ Parent support groups (SPAN, ARC's, etc.)

☐ Office of Protection and Advocacy (P &A)

☐ Learning Resource Centers (LRCs)

☐ Community resources

☐ Group Homes

☐ Other ______________________________________

3. Identify the topics included in information made available to parents/guardians. *(Check all that apply.)*

☐ SSI, SSDI

☐ Guardianship, wills

☐ Self-advocacy

☐ Other ______________________________________

4. Identify the means by which information is provided to parents/guardians. *(Check all that apply.)*

☐ Open houses

☐ Telephone contact

☐ Topical meetings

☐ Newsletters, brochures

☐ Individual parent meetings

☐ Community visits

☐ PPT meetings

☐ Training sessions

☐ Other ______________________________________

5. Who conducts parent/guardian training and/or information dissemination?

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Parent/Guardian Involvement**?
   Circle one Beginning In Progress Fully Developed

2. Does your program need to develop strategies to increase **Parental Involvement**?
   Circle one Yes No

3. How would you rate your need for further program development in this area?

Circle one	1 Low Priority	2	3 Moderate Priority	4	5 High Priority

VI. Follow-Up Procedures

1. Do formal follow-up procedures exist for special education program graduates?
   Circle one Yes No

2. Identify procedures utilized?
   - ☐ Student questionnaire-mailed
   - ☐ Student questionnaire-telephone contact
   - ☐ Parent questionnaire-mailed
   - ☐ Parent questionnaire- telephone contact
   - ☐ Vocational Rehabilitation data
   - ☐ Vocational Education data

3. Identify information collected. *(Check all that apply.)*
   - ☐ Employment status (job placement, wages, benefits, etc.)
   - ☐ Community living arrangements
   - ☐ Access to community opportunities
   - ☐ Friends
   - ☐ Transportation utilized

☐ Contact with adult service agencies and providers

☐ Need for additional assistance, information

☐ Other ______________________________

4. Who collects this information? ______________________________

5. When is the information collected? *(Check one.)*
   ☐ Immediately following graduation

   ☐ Within three months

   ☐ Within one year

   ☐ Multiple year follow-up

6. How is this data utilized in program evaluation and planning? ______________________________

____

____

____

____

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Follow-Up Procedures**?
   Circle one Beginning In Progress Fully Developed

2. Does your program need to develop procedures for students graduating from special education?
   Circle one Yes No

3. How would you rate your need for further program development in this area?

Circle one	1 Low Priority	2	3 Moderate Priority	4	5 High Priority

VII. Individual Transition Plans (ITP's)

1 Does your ITP include long term goals in the following areas? *(Check all that apply.)*
   ☐ Employment

   ☐ Postsecondary Training or Education

☐ Independent Living

☐ Community Participation

2. Does the format of your ITP include sections to list the following? *(Check all that apply.)*

☐ Objectives/Activities to reach the long term goal

☐ Persons/Agencies responsible for implementing activities

☐ Timelines

☐ Progress on activities (Evaluation, Monitoring)

3. Look at the "Person/Agency" section of your ITP. Is "Special Education" responsible for the majority of activities, or are they shared among other school personnel (vocational, guidance, social workers, psychologists, regular educators, etc.), families, students, and adult service agencies and providers?
Circle one SPED has majority Shared

4. Which of the following components are included as objectives/activities on your students ITP? *(Check all that apply.)*

☐ Vocational Assessment

☐ Career Exploration

☐ Vocational Training (In-school)

☐ Vocational Training (Community)

☐ Job seeking/Keeping Skills

☐ Rehabilitation Engineering

☐ Independent Living Skills

☐ Personal Living Skills (Hygiene, Cooking, Laundry, etc.)

☐ Social Skill Development

☐ Self-Advocacy training

☐ Recreation/Leisure

☐ Participation of Adult Service Agencies

☐ Transportation Training

☐ Referral to Adult Service

- ☐ Activities to include/increase student/family participation
- ☐ Provision for follow-up after Graduation
- ☐ Participation of Adult Service Providers (ARC's, Advocacy Groups, JTPA, Colleges Support Programs, etc.)
- ☐ TECH PREP
- ☐ School-to-Work Opportunities

5. Review the activities on your ITP. Knowing the age of the students that these were developed for, can you categorize them in the following sequence of transition planning activities. *(Check all that apply.)*
   - ☐ Information Gathering and Exploration
   - ☐ Active Preparation and Experiences
   - ☐ Appropriate Links and Placement with Adult Service Agencies and Providers
   - ☐ Employment and Adult Outcomes

   Using the above categories as an age-related sequence (14-21), are your activities appropriate to the sequential development and provision of transition related activities?
   Circle One Yes No

6. Does your ITP and IEP support each other? For example, if you listed "Participate in Career Exploration Activities" or "Increase Independent Living Skills" or "Provide for Recreation/Leisure Opportunities" on your ITP, can you look in your IEP for the specific goals and objectives to accomplish this activity?
   Circle One Yes No

7. Was your ITP written prior to the Planning and Placement Team meeting, or was it developed as a group process, with parents, students, and other relevant parties participating?
   Circle One Yes No

8. Do you hold a formal "Exit Planning" meeting prior to student's exit from his/her secondary special education program?
   Circle One Yes No

9. Do you develop a written "Exit Plan" that: *(Check all that apply.)*
   - ☐ Summarizes the student's present status in the area of Employment, Independent Living and Community Participation
   - ☐ Specifies the need for ongoing services/supports
   - ☐ Defines the roles/responsibilities and commitments of Adult Service Agencies and Providers
   - ☐ Provides the students with a list of contacts so they may easily access support services if needed.

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Individual Transition Plans**?
Circle one Beginning In Progress Fully Developed

2. Does your program need to develop more comprehensive **Transition Plans**?
Circle One Yes No

3. How would you rate your need for further program development in this area?

Circle one	1	2	3	4	5
	Low Priority		Moderate Priority		High Priority

VIII. Student Involvement

1. Has the student received training and/or information on?
   - ☐ Choice/decision making
   - ☐ Self-advocacy
   - ☐ Self-advocacy organizations
   - ☐ Client assistance program (CAP) within the VR system

2. How was the student involved in the development of his or her ITP?
   - ☐ Initiated all of the goals, objectives, and service plans
   - ☐ Collaborated on developing all of the goals, objectives, and service plans
   - ☐ Agreed to all of the goals, objectives, and service plans
   - ☐ Goals, objectives, and service plans were developed with input from family, and/or friends, and/or advocates who know the likes and dislikes of the individual student
   - ☐ Goals, objectives, and service plans were developed primarily by school and adult service professionals

3. Did the curriculum for the student's last 4 to 5 years in school include information and/or experiences with which to make informed choices regarding the following?
   - ☐ Post-school life outcomes (where to live, work, recreate, and with whom to form relationships)

☐ Type of services to achieve post-school outcomes

☐ Specific service providers to achieve post-school outcomes

4. If the student is not competent in English, what measures are taken to communicate both expressively and receptively with the student during his/her ITP planning process?

☐ Language interpreter was used (foreign language or ASL)

☐ Augmentative communication device was used

☐ Person who is familiar with the signals of the student was present

☐ Person who can speak to the behavioral indications of the student was present to speak on behalf of the student

5. Evidence that students with severe disabilities are given access to either (1) supported employment programs, and/or (2) assistive technology services before being denied access to rehabilitation services.

☐ Referral to a local supported employment program was made for consumer assessment for SE services

☐ Vocational evaluation was conducted by an individual with knowledge and expertise of assistive technology

☐ Student did not want to use supported employment services

☐ Student did not want assistive technology services

☐ Supported employment services were desired but unavailable

☐ Assistive technology services were desired but unavailable

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Student Involvement**?

Circle one Beginning In Progress Fully Developed

2. Does your program need to develop more comprehensive **Student Involvement**?

Circle One Yes No

3. How would you rate your need for further program development in this area?

Circle one	1 Low Priority	2	3 Moderate Priority	4	5 High Priority

IX. Inservice/Teacher Training

1. Are there regularly scheduled transition inservices provided for staff?
   ☐ Yes

      ☐ Annually
      ☐ Semiannual
      ☐ Quarterly

   ☐ No

2. Has staff been provided inservice on writing transition plans?
   Circle one Yes No

3. Please check materials/activities/curriculum used to train staff.
   ☐ Local/state/national workshops

   ☐ Videos

   ☐ Community-based curricula

   ☐ Manuals

   ☐ Subject specific consultation

   ☐ Handouts

   ☐ Other________________________________

4. How is inservice training characterized?
   Circle one Mandatory Elective

5. Do participants receive credit for inservice?
   ☐ continuing education

   ☐ renewal

   ☐ Other______________________________

Summary Statement

1. How would you rate your programs overall degree of development in the component of **In-Service/Teacher Training?**
   Circle one Beginning In Progress Fully Developed

2. Does your program need to develop more comprehensive **In-Service/Teacher Training**?
Circle One Yes No

3. How would you rate your need for further program development in this area?

Circle one	1 Low Priority	2	3 Moderate Priority	4	5 High Priority

X. Community Demographics

1. Size of location *(check one)*.
   - ☐ Small town: less 2,200
   - ☐ Town or small city: 2,500-49,999
   - ☐ Large city: 50, 000-249,000
   - ☐ Major city: 250,000 or more

2. What is the major industry in the area? *(Check all that apply.)*
   - ☐ Food Service
   - ☐ Hospitals
   - ☐ Churches
   - ☐ Childcare
   - ☐ Retail
   - ☐ Supermarkets
   - ☐ Maintenance
   - ☐ Government Facilities
   - ☐ Industry
   - ☐ Hotel/Hospitality
   - ☐ Full Service Gas Stations
   - ☐ Clerical
   - ☐ Other______________________________

3. Identify possible community-based vocational training sites. *(Check all that apply.)*
   - ☐ Food Service
   - ☐ Hospitals
   - ☐ Churches
   - ☐ Childcare
   - ☐ Agriculture/Horticulture
   - ☐ Warehouse
   - ☐ Retail
   - ☐ Supermarkets
   - ☐ Maintenance
   - ☐ Government Facilities
   - ☐ Industry
   - ☐ Hotel/Hospitality
   - ☐ Full Service Gas Stations
   - ☐ Clerical
   - ☐ Other ________________________________
4. Identify possible community-based recreation sites. *(Check all that apply.)*
   - ☐ City/County Park and Recreation
   - ☐ YMCA/YWCAs
   - ☐ Fitness Centers
   - ☐ Church Leagues
   - ☐ Other ________________________________
5. What advocacy agencies/groups are located in the area?
   - ☐ ARC
   - ☐ People First
   - ☐ Exceptional Children Assistance Center
   - ☐ LDA

- ☐ Other

6. Are there Community Colleges/Universities/Post Secondary opportunities within your community?
Circle one Yes No

7. What type of public transportation is available in the area? *(Check all that apply.)*
   - ☐ Taxi
   - ☐ Bus
   - ☐ Special Transportation
   - ☐ Car Pool Services

XI. School System Demographic Data

1. Total number of students in school system. ______
2. Percentage of females. ______%
3. Percentage of males. ______%
4. Percentage of minority students. ______%
5. Percentage of students who are:
   African -American ______%
   Hispanic ______%
   Native American ______%
   Caucasian ______%
   Asian/Pacific ______%
6. Total number of students with disabilities. ______
7. Percentage of students who are:
   Learning Disabled ______%
   Educable Mentally Handicapped ______%
   Trainable Mentally Handicapped ______%
   Severe/Profound ______%
   Orthopedically Impaired ______%

Visually Impaired ______%

Autistic ______%

Hearing Impaired ______%

Speech/Language Impaired ______%

Behavior/Emotionally Impaired ______%

TBI ______%

Other Health Impaired ______%

Others ______%

8. Percentage of students with disabilities who are:
   Age 13 and under ______%

   Age 14-18 ______%

   Age 19-22 ______%

9. Percentage of students who are disadvantaged/poverty level. ______%

10. Total number of high school students in system. ______

11. Total number of high school special education students. ______

12. Total number of special education teachers. ______

13. Total number of high school special education teachers. ______

14. Total number of job coaches. ______

15. Total number of transition coordinators. ______

16. Total number of Carl Perkins staff. ______

17. Total number of high schools in system. ______

18. Please indicate type of high school schedule(s):
    ☐ Block

    ☐ Alternating weeks

    ☐ Banked time

    ☐ Other

19. Dropout rate for high school:
Regular Ed. Students ______%

Special Ed. Students ______%

XII. ADDITIONAL MATERIALS/ INFORMATION NEEDED

☐ List of Vocational Course Offerings
☐ Sample IEPs with Transition Components
☐ Sample Career Development Plans (Carl Perkins)
☐ Written Interagency Agreements
☐ Graduation Requirements
☐ Telephone Book